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AUTHOR Lewis, Michael John; And Others
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ABSTRACT

This manual on training parents in career education contains information that was obtained from a project during which staff from Teachers College of Columbia University provided formal training in career education for parents of handicapped children and youth. Following a description of the Parent Training Project in Career Education, various administrative factors that affected the viability of the project are discussed, including the network of communication, administrative style and project support, active administrative support and parent involvement, school staff and project support, parent participation, and student participation. Examined in a discussion of the parent training curriculum are the structure of parent workshops and the content of the preservice training curriculum. Various sample parent-training activities are provided, including handouts, questionnaires, group and individual activities, simulations, checklists, and worksheets. Also included in the manual are a 10-page bibliography on career education and bibliographies on parent training and values clarification. (MN)

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TRAINING PARENTS
in
CAREER EDUCATION

by

Michael John Lewis
Charles Rimai
Frances DiPalma-Meyer
Kathleen LeFevre

Dr. Frances P. Connor
Project Director

Dr. Michael John Lewis
Project Coordinator

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Foreword

This preliminary report is a reflection of what has been learned over a three-year period during which staff from Teachers College, Columbia University provided formal training in career education for parents of handicapped children and youth. This effort in parent training is significant in several respects. First, the training was completed in close cooperation with administrators, teachers, clinical staff, and parents from a BOCES district. Over time, a sense of community as well as mutual respect and purpose evolved: Administrators, teachers, clinicians, Teachers College personnel, and parents all worked together in accelerating the career development of handicapped pupils. Second, the training project demonstrated that parents are ready and willing to provide their handicapped children with career education services that are planned and purposeful. Moreover, parents are ready and willing to seek out and to use training resources designed to facilitate their roles as career educators.

The suggestions and activities contained in this report are organized to give some sense of the process behind the development and maintenance of a viable parent training program. Those who read this document and who decide to implement parent training should be as attentive to this process as to specific strategies or activities for parent training. With this caveat, the staff of the Training Parents in Career Education Project invite you to join them in the effort to enhance the role of parents as joint partners with professionals in the education of the nation's youth.

Frances P. Connor
April 13, 1981

The Parent Training Project in Career Education

Introduction

The impact of meaningful participation of parents in their handicapped children's school programming is a formidable one. PL 94-142, The Education for all Handicapped Children Act (1975), has certified the right of parents to actively pursue their role as partners to the professionals in treatment insofar as parents or guardians are to be consulted in all levels of the decision-making process (Kirk & Gallagher, 1979). Reviews by Bronfenbrenner (1975) and by Ryan (1974) attest to the positive roles that parents can play by assertively involving themselves in the program for their children. Moreover, experimental evidence is cited which demonstrates that parents can positively influence the development of their children through teaching them at home (Turnbull & Turnbull, 1978).

The emergence, since 1971, of career education as a key element in a comprehensive educational plan for children and youth is recognized (Brolin & Kokaska, 1979; Hoyt, 1975; Marland, 1971). Brolin and Kokaska (1979) see career education as a means of making educational efforts more meaningful and relevant to the type of preparation individuals will need for living and working successfully in their communities.

Parents of the handicapped often question the relevance of career education as a focus for curriculum in the elementary or intermediate school program. The frequency of the response, "My child is not ready for career education; he/she is only 5, or 6, or 8, or 14," reflects a prevalent misinterpretation among parents in regard to the broad scope of the career education concept. That career education is a curricular approach to education in which a holistic focus to the educational and developmental needs of the handicapped child prevails (see Figure 1). Although a significant vocational preparation/education component may play, in many instances, an important part in a child's individualized education program, for many children it may be inappropriate.

"Career education" addresses "work," not from the perspective of the traditional Protestant work ethic in which the value of working and earning a living is presumed, but rather as a basic human need to achieve (Hoyt, 1975). According to Hoyt (1975), "work is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxing, aimed at producing benefits for oneself and/or for oneself and others." One critical implication of Hoyt's statement is that work for the handicapped child is as important as it is for the non-handicapped individual, even if it ultimately may not result in paid employment. Consequently an exceptional youngster can learn about and prepare to work in his/her elementary school years, if not sooner, and thus experience productivity and achievement.

Education, generically defined by Hoyt, is "the totality of experiences through which one learns" (1975, p. 3); career education, according to Hoyt, "is the totality of experiences through which one learns about and is prepared to engage in work as part of her/his way of living" (p. 4). Career education, consequently, is a developmental concept initiated in early childhood and continued into the retirement years. Within this construct, schools are only one of the many theatres in which career education occurs. As such, the expertise required for implementing career education exists in many parts of society, especially in the home, and it is certainly not limited to those employed in the formal education process.

Career Education	Vocational Education
Focuses on paid and unpaid work (e.g., volunteer, leisure and recreation, homemaking)	Focuses on paid work (although unpaid work is referred to in the Vocational Education Amendments)
Emphasizes general career skills	Emphasizes occupational preparation
Promotes cognitive, affective, and psychomotor skill development	Promotes psychomotor skills for entry into occupational society
Meets the needs of the learners	Meets the needs of the labor market
Is a system-wide effort, not specific courses or an instructional program	Is defined in terms of courses and is an instructional program
Is taught by all educators	Is generally taught by vocational educators
Focuses on all instructional programs at all levels of education	Focuses on the secondary and post-secondary levels
Involves family, agencies, and business/industry	Involves primarily business/industry

Figure 1. Some Differences between Career Education and Vocational Education.

Note. From Brolin, D. E. & Kokaska, C. J. Career education for handicapped children and youth. Columbus: Charles E. Merrill Publishing Company, 1979.

Parents implicitly and explicitly influence their children's successful negotiation of the world beyond school. Within this context, they directly and/or indirectly affect their youngster's approach to an extensive variety of roles. Through various actions, attitudes, values and habits parents cue their children to the attractiveness, or its absence, of certain roles within one's life. However, less is known about the direction and intensity of career-oriented interactions between parents and their handicapped children and youth. Consequently, it is the position of these authors that exceptional students should receive exposure, information, and interaction in regard to the full variety of productive activities that characterize work roles at all stages in the continuum of career development.

The implications of this position for parent training programs are many. Thus, any system-wide career development program must prepare individuals who, upon leaving school, are:

- .competent in the basic academic skills required for adaptability in our rapidly changing society,
- .equipped with good work habits,
- .capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work,
- .equipped with career decision-making skills, job-hunting skills, and job-getting skills,
- .equipped with vocational/personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society,
- .equipped with career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities,
- .aware of means available to them for continuing and recurrent education once they have left the formal system of schooling,
- .successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education, and
- .successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle (Hoyt, 1975, p. 11).

These career competencies are translated into measurable and meaningful goals and strategies within the schools via the individualized education program (IEP). However, to maximize parents' efforts in helping their children sustain successful school experiences and in enhancing their youngster's career development, schools need to provide parents with more information. Career education goals are best realized when communication between the informed parent and the school is clear and precise, and methods and strategies for implementation can be conducted both in the schools and in the homes. In this manner, consistency of effort and mutual reinforcement can be attained in order to achieve mutual goals.

Parents of handicapped students must embrace an expanded career education role in which they are recognized as primary providers of career education service to their children in conjunction with (not apart from) the ongoing school-based career education program. Parents exert a powerful influence on the lives of their handicapped children. Peripheral and incidental involvement on the parents' part inadvertently will shape their children's career development, but also may preclude their children's progress in achieving positive and realistic career education objectives. In view of this, educators are confronted by a compelling reality that mandates that special education parents should not only play more dynamic and vital career education roles, but that they should be provided with the competencies needed to function well in such expanded roles.

It is the position of the authors that parents are needed to and are willing to assume new, expanded roles in the education of their handicapped children. To achieve that long term goal, however, schools must organize and implement systematic competency-based training programs for them in areas in which they can develop expertise. Career education is a primary area for consideration. Since the parent role proposed by this project is a complex one that demands specific skills and abilities, such training should be carefully and cooperatively planned and should be of such a duration and character that it unerringly prepares parents for their assigned career education tasks.

In order to function adequately in this expanded role, parents will require the following competencies:

- .Ability to set a viable vocational model for their exceptional children.
- .Skill in conveying to their children the realities of students' vocational resources and limitations as well as those of the world of work.
- .Competence in providing parent guidance that will be accepted by the child and that will contribute to his/her vocational development.
- .A broadened knowledge of occupational opportunities, particularly in relation to various handicapping conditions.
- .An awareness of school and parent objectives for the career education of handicapped students and an ability to help to shape programs designed to attain these objectives.
- .Skill in relating children's capabilities to career opportunities and demands.
- .Techniques for reinforcing positive student responses in the career education area and extinguishing negative ones.
- .Skill in mobilizing home and community resources for career planning and program implementation.
- .Competency in serving as an advocate for the child in his career development, not only in the home and the community but at school, as well.
- .Initial skill in assessing and understanding student potential for a career and for employment.
- .Paraprofessional skill in job development and job placement.
- .Competence for serving as a resource person for his/her exceptional children.
- .Techniques for acting as a prime mover for the establishment, implementation, and maintenance of meaningful career education programs for the handicapped child in the school and the community.

- .Skill as an intervener for the exceptional child in relation to health, community service, and rehabilitation agencies that are linked to the school in providing career education services.
- .Competence as an organizer and developer of supplementary and supportive services that enrich the schools' career education program for handicapped students.
- .Skill as a career education intervener with parents of other exceptional students who cannot or will not play positive roles in their children's career development process.
- .In instances in which this is essential, skill in providing selected career education services to other students (under professional supervision) when parent surrogates are required.

When the project began during the summer of 1978, both long-range and short-range goals were identified. Long-range goals are:

(1) To establish a pattern of career education service featuring augmented parent training and involvement that will be maintained at the training site and elsewhere after the funded project has terminated;

(2) To disseminate the resultant parent training model to communities and agencies throughout the United States and to promote its utilization in at least 10-20 such communities prior to or shortly after the termination of the project; and

(3) To lay a foundation and establish a precedent for parent training and participation in nonvocational phases of special education (such as student socialization, self-care, academic performance, skills of daily living, recreation, and physical and social independence) that will use the project model for program planning and implementation.

Short-range goals are:

(1) To enrich career education programs for handicapped children through the adoption and implementation of a training model which prepares parents to assume more responsible and dynamic career education roles;

(2) To augment parent satisfaction, contributions, and cooperation with career education programs for handicapped students and with parent training; and to enhance parent participation in such programs;

(3) To evolve a parent training model in career education that is exportable to other communities and agencies; and

(4) To foster accelerated progress among handicapped students toward vocational maturity in conjunction with stepped-up parent competency in delivering specified career education services.

In addition, annual workshop objectives for desired parent outcomes were stated. They are:

(1) To acquaint parents with career education concepts and practices;

(2) To enrich career education practices for handicapped students;

(3) To enable parents to undertake a wide range of career education activities;

(4) To foster accelerated progress among handicapped students toward vocational maturity;

(5) To be on the way towards making optimum use of parents as resources;

(6) To develop a career education model that encourages and maximizes parent contributions to the career development of their children;

(7) To enable parents to train other parents in the career education services they can provide for their children; and

(8) To develop a parent training model in career education that is exportable to other agencies and communities.

Figure 2 was used to give parents a broad view of the aims of the project. It made visible the goals targeted for the life of the project and beyond. It serves to explain the relevance of some topics presented in the workshops. (A number of participating parents equated career development only with how to get a job; they did not know that such concepts as values, interests, and decision-making are important ingredients of any career.)

The Training Parents in Career Education Manual is an outline of the parent training model developed through the project as well as a compilation of suggestions for practical application of the model. The training model was developed by project staff in conjunction with administrators, parents, teachers, and students within a Board of Cooperative Educational Services (BOCES) in New York State. The presentation herein is conceived with the firm conviction that: (1) Parents are the primary and most significant facilitators of the career development of their children; and, (2) Skill in facilitating career development can be enhanced through systematic planning and training.

The training manual reflects the evolution of the project over three years. The final form of the project, as well as suggestions for continued parent training in the area of career education, ultimately was shaped by the following considerations:

- .Parents should be helped to work with their children in a systematic (not a spontaneous or casual) manner in the career education area.
- .Parents should deliver certain career education services as members of the school-home-community team (not as isolates from it).
- .Parents should deliver certain career education interventions because they are likely to have the greatest possible impact on handicapped students (not because other team members allow them to do by default) to do so . . .
- .Parents should contribute the expertise that they already have in the career education area by reason of their relationship with the child and their own training and life experiences.
- .Parents should assume policy and program development functions rather than serving only as now-and-then implementers of professionally determined career education plans.

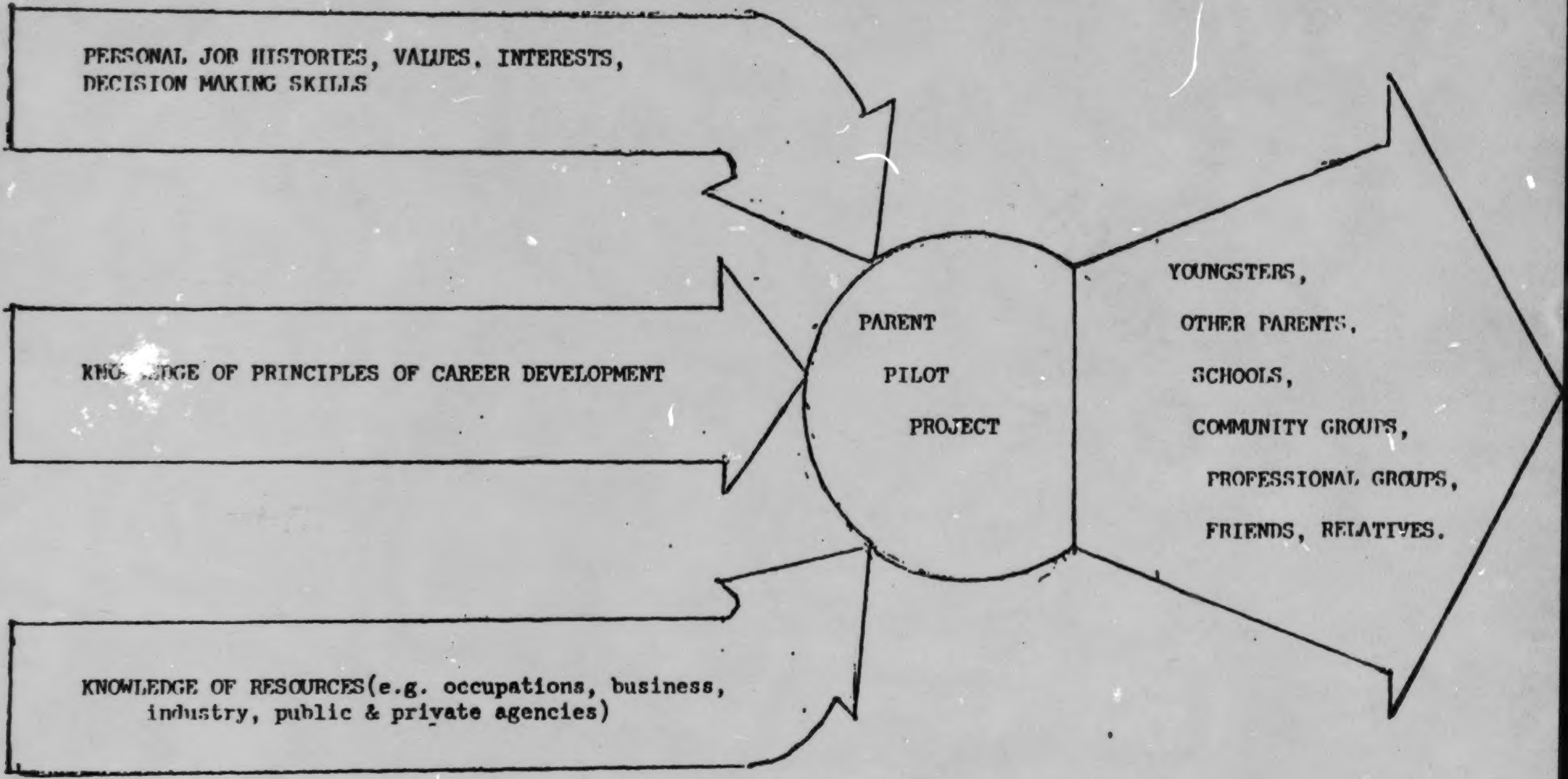

PERSONAL JOB HISTORIES, VALUES, INTERESTS, DECISION MAKING SKILLS
KNOWLEDGE OF PRINCIPLES OF CAREER DEVELOPMENT
KNOWLEDGE OF RESOURCES(e.g. occupations, business, industry, public & private agencies)
PARENT PILOT PROJECT
YOUNGSTERS,
OTHER PARENTS,
SCHOOLS,
COMMUNITY GROUPS,
PROFESSIONAL GROUPS,
FRIENDS, RELATIVES.

Figure 2. The aims of the parent training project with projected impact.

Note. Adapted from Rotter, J.C. & Mahrer, D. Career education: The seed team concept. Vocational Guidance Quarterly, 1978, 27(1), 22.

- .Parents, in assuming this expanded role, should not only deliver selected career education services to their own children but, wherever feasible and desirable, should also do so to handicapped children other than their own.
- .Parents who develop and utilize career education skills will be more effective than in the past in reducing the degree of shelter experienced by their children in the course of broadening their career horizons.

Use of this manual is recommended for administrators, teachers, consultants, college teachers, guidance counselors, workshop coordinators, and staff developers. To that end, it is urged that replication of the project or its individual components as well as adaptation of specific activities be undertaken. Each activity is described in detail, with attention given to its practical application, within the final section of the manual.

Administrative Factors and the Viability of the Project

The Network of Communication

The success of the project was greatly dependent upon mutual cooperation between Teachers College and the Board of Cooperative Educational Services (BOCES). This cooperation was an outgrowth of an effective network of communication. The network included Teachers College faculty as well as BOCES administrators, teachers, parents, and students.

The first step in building the network took place when a representative from Teachers College met with the superintendent of BOCES in order to discuss the project. Subsequently, a group meeting was scheduled with all BOCES principals, the superintendent, and project staff attending. At this meeting, the project was introduced and discussed in detail. Support for the project was expressed unanimously by all principals. They then were asked to introduce this project to their faculty and to the parents of their pupils. The faculty of each school was asked specifically to encourage the involvement of parents in the career education of their handicapped children, especially by urging them to enroll in the project. The faculty also was asked to foster the involvement of parents by assigning homework which would increase parent/child awareness of the career education components of the school curriculum. It is important to note that a previous project implemented throughout BOCES consisted of training teachers to infuse career education into the classroom curriculum. This enabled teachers to act as advocates for teaching career education concepts which provided the information, self-awareness and social awareness necessary for the career development of handicapped children throughout the district.

Principals also introduced this project to parents by meeting with PTA executive boards. Principals requested that the PTA schedule a special meeting for the purpose of introducing the project to the entire parent population. Teachers College representatives attended these meetings for the purpose of describing the project in detail. Applications were distributed requesting that parents indicate their preference for a workshop time and place, as well as their need for transportation. Applications were also sent to parents who were not present at these special PTA meetings. A copy of the application form is presented in Figure 3.

The first workshop was scheduled in each school after receiving and considering the preferences indicated by applicants. Attendance at workshops was reinforced by making phone calls to parents and by sending home a reminder notice prior to each workshop. Occasionally, students participated in workshops by demonstrating their career education skills. Student participation enhanced parent attendance. Distributing workshop notices to members of the faculty also resulted in having a number of teachers participate in workshops. Members of the faculty who participated on a regular basis were usually those who were making a concentrated effort to infuse career education into their classroom curriculum.

The network of communication which contributed to the success of the project now may be described by the following chart:

PARENTS IN CAREER EDUCATION

B.O.C.E.S. OF NASSAU COUNTY
Division of Special Education

TEACHERS COLLEGE/COLUMBIA UNIVERSITY
Department of Special Education

APPLICATION FORM

NAME: ____________________

ADDRESS: ____________________

____

TELEPHONE #: (Home) ____________________

(Business) ____________________

I CAN ATTEND MEETINGS: Mornings _____ Afternoons _____ Evenings _____

I CAN ATTEND MEETINGS: Monday _____ Tuesday _____ Wednesday _____
Thursday _____ Friday _____

I WILL _____ / WILL NOT _____ NEED TRANSPORTATION TO MEETINGS.

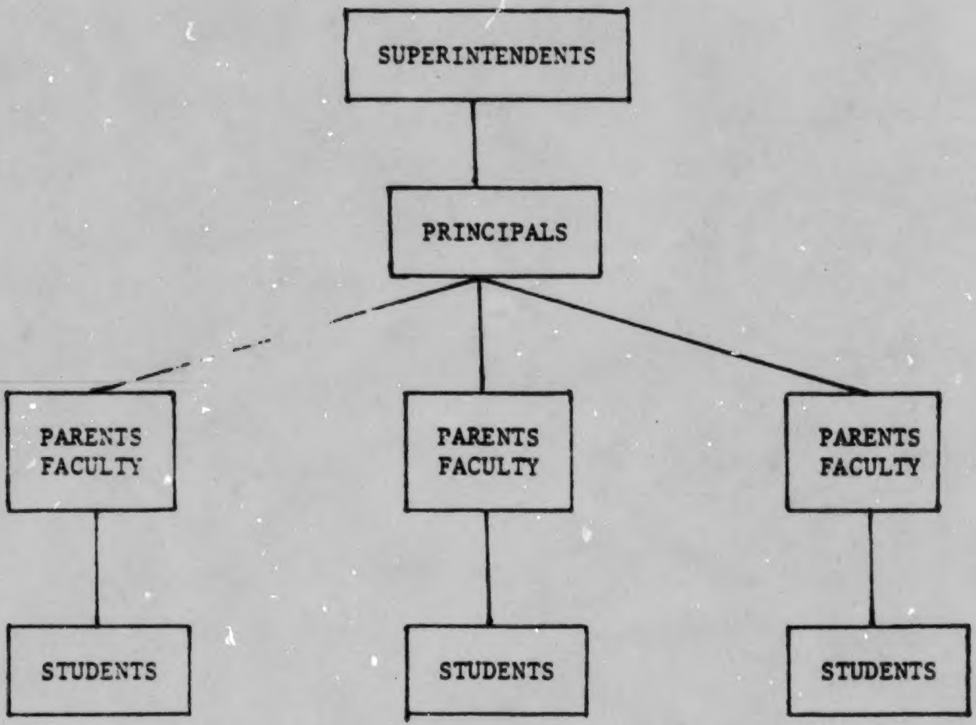
NAME OF SON OR DAUGHTER: ____________________

AGE OF SON OR DAUGHTER: ____________________

SCHOOL: ____________________

Figure 3. Application form for Project, "Parents in Career Education."

NETWORK OF COMMUNICATION


SUPERINTENDENTS
PRINCIPALS
PARENTS FACULTY
PARENTS FACULTY
PARENTS FACULTY
STUDENTS
STUDENTS
STUDENTS

This network of communication reflects the process of introducing and implementing a project when that project is brought by an outside agency (Teachers College) to another agency (BOCES). This process may not hold when a project is "home grown," that is, not initiated by an outside agency.

Administrative Style and Project Support

Support and understanding of the project began at the level of superintendent . The BOCES superintendent already had encouraged career education for handicapped students; consequently, he was ready to support the need for training parents of handicapped students in career education. In addition, his commitment to involving parents in the educational process (as per PL 94-142) enhanced his readiness to train parents of the handicapped in the area of career education.

The support of the superintendent for the project positively affected the degree of cooperation demonstrated by building principals. All the BOCES principals expressed an enthusiastic and cooperative attitude toward implementing the project. This project probably would have met complete failure within a school where the principal's attitude was uncooperative and/or lacking in enthusiasm. However, when a principal is indeed enthusiastic and cooperative, his/her style and ability to manage the communication network within his/her school can affect directly the success of a project. Examples are as follows:

1. This principal demonstrated an enthusiastic attitude towards implementation of the project and expressed this attitude to his parent population as well as to his faculty. Infusion of career education into the school curriculum was also actively encouraged. This resulted in several members of the faculty attending workshops on a regular basis. The cooperation of the principal was also reflected in his assignment of an assistant principal who actively engaged in each workshop. This assistant principal also demonstrated a consistent attempt to encourage parents to participate by sending reminder notices about workshops and calling parents who were absent. It must be noted that workshops took place during the day as well as in the evening.

2. This principal did not attend the workshops and scheduled workshops when other parent meetings were taking place simultaneously. Attendance quickly declined to three or four parents. Future workshops

took place in the homes of these parents, since it was a small group that did not include an administrator or faculty member.

3. This principal was enthusiastic and attended each workshop. However, workshops were scheduled only during the night and were part of PTA executive board meetings. Little attempt was made during the first year to include parents who were not members of the PTA executive board. An attempt was made to include other parents during the second year of the project and indeed new parents attended. However the original group of parents dropped out.

4. This principal was very enthusiastic, but his management of the communication process caused the project to fail after the second meeting. Infusion of career education into the school curriculum was limited and little attempt was made to involve the faculty in encouraging parents to participate in the project. Workshop notices were sent very early and were not followed with reminder notices. Thus, great opportunity was afforded interested parents to forget workshop dates.

Support from principals varied from passively to actively cooperative. The philosophy of the superintendent, as well as the style of each principal, directly affected the viability of the project. All principals expressed interest and an attitude of cooperation. However, the passively cooperative principal provided little or no direct support for the implementation of project goals and activities in his/her school. In contrast, actively cooperative principals personally promoted parent understanding and interest in participating in the project. These principals also trained members of their staff to infuse career education into the curriculum, and expected staff to encourage parents to become teachers and advocates of career education for the handicapped.

In summary, two styles were reflected by principals. There were those who gave active administrative support to implementing the project and those who gave passive administrative support. Characteristics associated with each style may be summarized as follows:

Actively Cooperative Administrator = Active Parents by

1. Motivating Staff,
   Parents, and
   Students
2. Attending workshops
3. Monitoring workshop notice distribution
4. Expecting career education to be infused into all aspects of the curriculum

Passively Cooperative Administrator = Passive Parents by

1. Expecting others to motivate Staff,
   Parents, and
   Students
2. Scheduling workshops without personally attending
3. Failing to monitor workshop notice distribution
4. Assigning low priority to career education

Active Administrative Support and Parent Involvement

The development of a successful parent training program is facilitated by an administrative style which actively encourages parents to participate. A well-established practice of affirmatively involving parents in the development of other programs within the school is helpful in successfully involving parents in new and innovative ventures. This practice encouraged those parents participating in the project to:

(1) take on responsibility in project development;

(2) feel comfortable in identifying and expressing their career/vocational fears and concerns for their children; and

(3) share their ideas for teaching career development skills to their handicapped youngsters.

It was found that school leaders whose administrative style only vaguely approximated this description frequently involved parents on an emergency basis. In these settings it often appeared that parents were "told" about their youngsters' needs and what educators planned to do. Consequently, parents in these schools were reluctant to express their concerns or to share their ideas and techniques, many of which had been successful in training their youngsters at home. This type of administrative style hindered the successful development of an effective parent training project. In contrast, it was found that schools with a successful project were administered by assertive individuals who actively recruited participants for the project. In addition, these administrators monitored the progress of the workshops and offered on-going direction and support. Several examples of active administrative support follow. Figures 4, 5, and 6 represent attempts to ensure regular attendance at parent training workshops and reflect active administrative support. Figure 7 reflects an administrator's commitment to the infusion of career education into the school curriculum. Figure 8 reflects the commitment both of administrators and teachers to the infusion of career education and to the involvement of parents. Figure 9 describes in terms of input, process, and outcome the role of the cooperatively active administrator in facilitating the success of a parent training project offered by an outside agency.

TO: ALL SOCIAL WORKERS

FROM: ADMINISTRATION

DATE: OCTOBER 27, 1978

Please make the phone calls we spoke about regarding parents who should be urged to attend the Columbia University Training program. Attached is a list of parents who have already signed up. Please let me know if you need help making these calls. Parents should be told that the first formal meeting will take place on November 16th at 8 P.M. We will discuss a more convenient meeting time when we meet on November 16th.

Please submit new names to my secretary as soon as possible, and no later than November 9th. A formal meeting notice must be sent to each parent one week prior to November 16th.

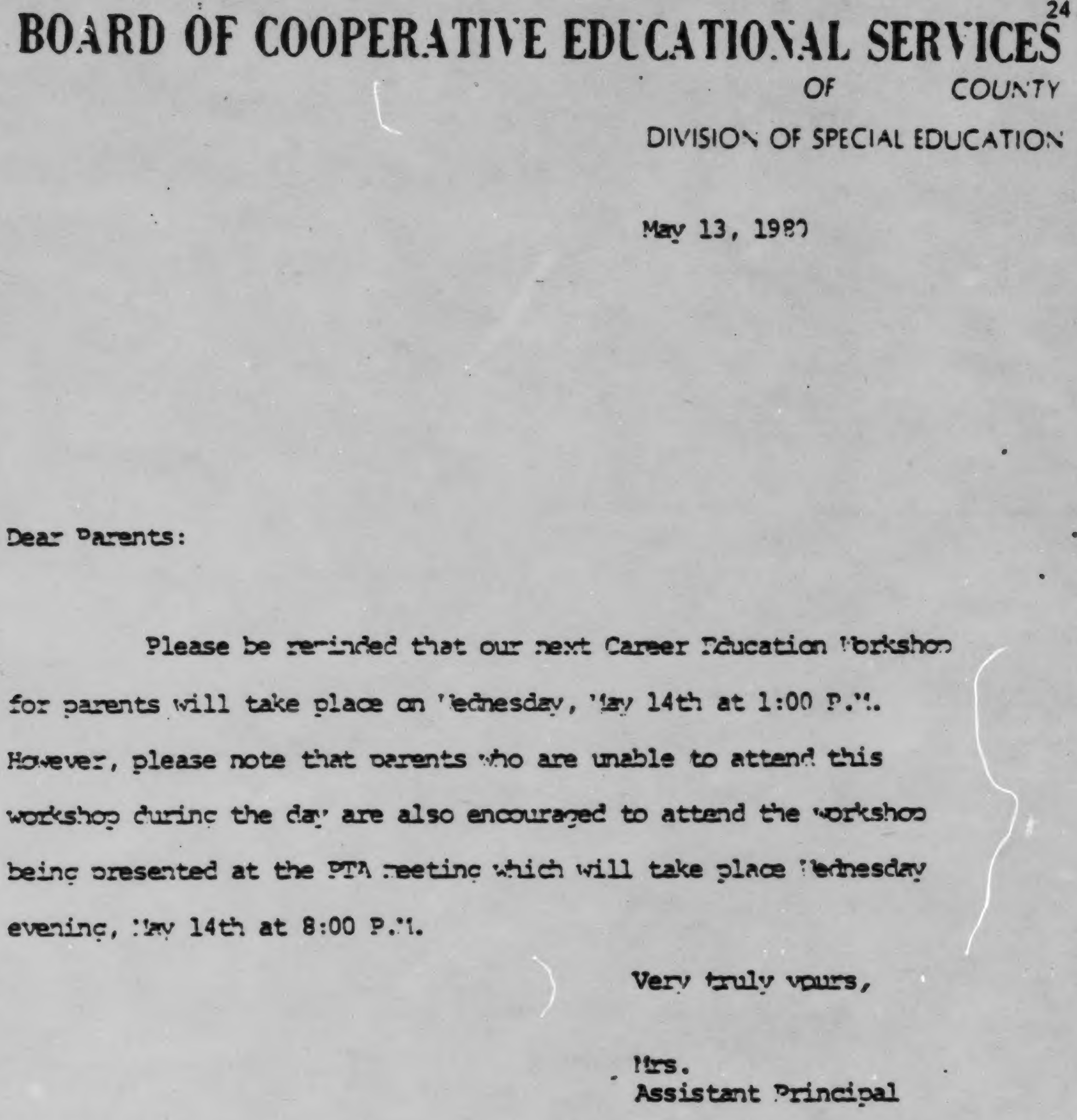
Figure 4. Memo in support of regular attendance at workshops.

TO: Social Workers

DATE: February 21, 1980

Please note that the following parents in your caseload have shown an interest in attending Career Education Workshops for parents. Our next workshop will take place on Thursday, February 28th at 1:00 P.M. in the front conference room. Please call the following parents to encourage them to attend this workshop. These phone calls should be made no later than Tuesday afternoon.

Figure 5. Memo in support of regular attendance at workshops.



BOARD OF COOPERATIVE EDUCATIONAL SERVICES
OF COUNTY
DIVISION OF SPECIAL EDUCATION

May 13, 1980

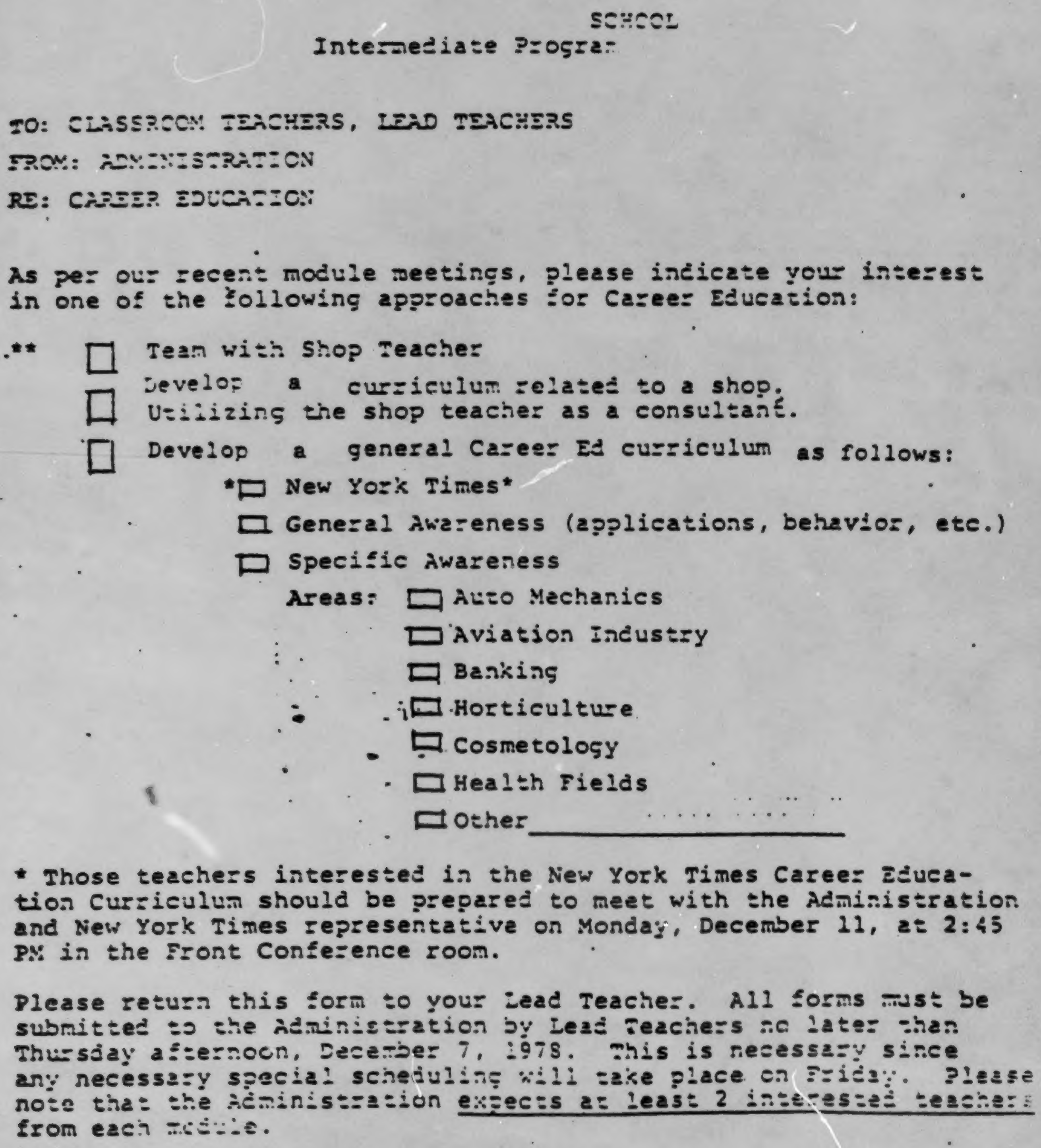
Dear Parents:

Please be reminded that our next Career Education Workshop for parents will take place on Wednesday, May 14th at 1:00 P.M. However, please note that parents who are unable to attend this workshop during the day are also encouraged to attend the workshop being presented at the PTA meeting which will take place Wednesday evening, May 14th at 8:00 P.M.

Very truly yours,

Mrs.
Assistant Principal

Figure 6. Letter in support of regular attendance at workshops.



SCHOOL
Intermediate Program

TO: CLASSROOM TEACHERS, LEAD TEACHERS

FROM: ADMINISTRATION

RE: CAREER EDUCATION

As per our recent module meetings, please indicate your interest in one of the following approaches for Career Education:

- ** ☐ Team with Shop Teacher
- ☐ Develop a curriculum related to a shop. Utilizing the shop teacher as a consultant.
- ☐ Develop a general Career Ed curriculum as follows:
  - *☐ New York Times*
  - ☐ General Awareness (applications, behavior, etc.)
  - ☐ Specific Awareness
    - Areas: ☐ Auto Mechanics
    - ☐ Aviation Industry
    - ☐ Banking
    - ☐ Horticulture
    - ☐ Cosmetology
    - ☐ Health Fields
    - ☐ Other ____________________

* Those teachers interested in the New York Times Career Education Curriculum should be prepared to meet with the Administration and New York Times representative on Monday, December 11, at 2:45 PM in the Front Conference room.

Please return this form to your Lead Teacher. All forms must be submitted to the Administration by Lead Teachers no later than Thursday afternoon, December 7, 1978. This is necessary since any necessary special scheduling will take place on Friday. Please note that the Administration expects at least 2 interested teachers from each module.

Figure 7. Memo reflecting administrator's commitment to infusion of career education into the school curriculum.

ARD OF COOPERATIVE EDUCATIONAL SERVICES
OF COUNTY
DIVISION OF SPECIAL EDUCATION

November 20, 1978

Dear Parents:

The interests, skills and behavior shown by your child at home should be considered when planning his Individualized Instructional Plan (I.I.P.). As a parent or guardian you are therefore a valuable source of information regarding your child. To provide this information, please complete the attached questionnaire and return it to your child's teacher as soon as possible.

In addition, attached is a copy of a survey recently completed by your child. Perhaps you might be interested in reviewing his responses in preparation for our November 29th meeting.

Thank you for your cooperation in completing the attached questionnaire.

Very truly yours,

Assistant Principal
Jay , Career Ed. Teacher
Judith , Teacher

Figure 8. Letter and questionnaire reflecting commitment of administrators and teachers to infusion of career education and to parent involvement.(continued)

ARD OF COOPERATIVE EDUCATIONAL SERVICES

OF COUNTY

DIVISION OF SPECIAL EDUCATION

PARENT QUESTIONNAIRE - PAGE 1

Does your child have a hobby or special interest? ____________
If so, please describe ______________________________

____

What does your child usually do after school? ____________

____

____

Does your child play with other children in the neighborhood? ______
If so, how many friends does he have? ____________
What is their approximate age range? ____________

Does your child go to the store alone? ____________

Is he responsible for doing household jobs? ____________

If so, describe the type of job(s) ____________

____

Does he do jobs around the neighborhood? ____________

If so, please describe the type of jobs ____________

____

Is your child:

____________ Talkative?

____________ Quiet?

____________ Argumentative?

Is there a job or task your child can complete without assistance?

Please describe ______________________________

____

____

Does he/she easily follow your verbal instructions? ____________

____

Do you frequently repeat statements? ____________

____

Does he/she frequently ask questions? ____________

____

Is he/she particularly curious about something? If so, please explain

____

____

Does your child get an allowance? If so, how much per week? ______

Figure 8. Continued.

RD OF COOPERATIVE EDUCATIONAL SERVICES

OF COUNTY

DIVISION OF SPECIAL EDUCATION

QUESTIONNAIRE - PAGE 2

Does he/she understand the value of each coin or bill? ____________

Can he/she make change of a dollar? ____________________________

Does your child frequently look through or read books, magazines, or the newspaper? ____________________________________

How much time does your child spend each day watching television

WEEKDAYS ____________________

WEEKEND ____________________

List his/her favorite programs:

____

____

Is his/her behavior difficult to manage at home? Is so, please describe ____

____

____

What means of discipline have you found to be most successful? ___

____

____

Is there a reward he/she finds most pleasing? Please describe ____

____

____

How does your child feel about coming to school? _______________

____

What suggestions would you like to make for your child's program.

____

____

____

____

INPUT	PROCESS	OUTPUT
Introducing project.	1. Principal informs PTA president of project and need to meet with the PTA executive board. 2. Principal makes certain that project staff can attend meeting.	Principal gains the cooperation of the PTA president who helps recruit parents and personally attends all workshops.
	3. Project staff introduced to the PTA executive board. Presentation made regarding project. Date set for presentation to be made at a school-wide PTA meeting.	Most members of the executive board are regular participants.
Recruiting Parents and Staff	4. Teachers are asked to make an extra effort to attend PTA meeting in order to encourage parents to apply for participation in project. 5. Principal makes certain parent application forms are available. 6. Principal asks custodians to set up meeting room. 7. Principal has PTA president introduce project staff. Principal reinforces need for project.	Teacher attendance at workshops increases by 50%.
	8. Applications are mailed to parents who did not attend PTA meeting. 9. Teachers are asked to encourage students in reminding their parents to return applications.	Mailing applications, rather than sending them home with students, ensures receipt by parents.
	10. Principal sends second application form to each parent who did not return application. 11. Principal collects applications and has secretary tally preferences for time, date, and location for first workshop. 12. Principal contacts project staff to discuss arrangements for first workshop.	Applications to project increase by 10%.
	13. Principal sends notice to all parents announcing the date, time, and location of the first workshop. 14. Principal notifies custodian to set up room for workshop.	Attendance increases by 5%; some parents decide to attend, although they had not applied.
	15. Principal arranges for refreshments to be provided by students working in the food-trades cluster.	A warm and friendly atmosphere is created.
Increasing and Maintaining Regular Attendance	16. Principal informs staff of workshop. 17. Principal has students take home reminder notices. 18. After first workshop, principal has teachers and social workers telephone parents who had applied, but did not attend. They encourage parents to attend the next workshop and determine if absence was due to lack of transportation, time, place, etc.	Several members of the school staff attend workshops on a regular basis. Attendance of original applicants maintained; periodically, new participants brought in.

Figure 9. The role of the cooperatively active principal in facilitating project success. Continued

INPUT	PROCESS	OUTPUT
Increasing and Maintaining Regular Attendance (continued)	19. Car pools are arranged for parents who are unable to attend due to lack of transportation. 20. Principal schedules an evening activity for students whose parents are unable to attend because of difficulty in securing a babysitter. (Project pays for staff to supervise.) 21. Principal develops a phone chain list to use in case a workshop is cancelled due to serious weather conditions. 22. Principal conducts workshop if project staff are ill.	Parents are happy to car pool; relationships are established which serve to reinforce regular attendance at workshops. Students encourage parents to attend workshops because they enjoy the evening activities.
Reinforcing Project Goals	23. Principal provides on-going encouragement to teachers in providing career-oriented homework assignments, especially requiring parent involvement. 24. Career education programs implemented in school by principal on an on-going basis. 25. Principal follows above process in preparation for every workshop.	Infusion of career education at classroom level increased.

The School Staff and Project Support

It already has been suggested that attendance by administrators and school staff at workshops contributes to increased parent interest and attendance. However, there seem to be additional benefits accruing from workshop attendance by school personnel. These benefits reach the students of the school, their parents, and--indirectly, through increased parent attendance--the project itself.

By attending project workshops, school personnel were motivated to develop their own career education skills. Through their involvement in training parents, school personnel were also trained to function more efficiently as members of a career education team. This staff training was facilitated, in one case, by an administrator whose educational philosophy encompassed the need for career education. This administrator encouraged staff to develop various approaches to the infusion of career education into the school curriculum. This resulted in classroom and occupational education teachers jointly teaching career development as an integral part of their program. Math and readings skills were taught in relation to elements of career education. Occupational skills were taught as part of the continuum of career development. Under the direction of a second principal, a psychologist provided career awareness counseling to students 13 to 15 years of age. Job placement also took place throughout the school as a prerequisite to the community-based, work-experience program offered to older students at the secondary level. Working papers and social security cards were also processed for students as young as 12; this enabled some students to become responsible for the delivery of newspapers in their community.

This emphasis put on career education by administrators and teachers fostered an awareness of career education concepts among parents. As a result, parents were ready for and interested in training aimed at helping them with their role as teachers of career development in the home.

Parent Participation

Five to ten percent of a school's parents who were actively encouraged by the principal and members of the staff to participate in the career education parent workshops attended at least one workshop. Continued participation was based, in part, upon the support given by the principal and members of the school staff. Making phone calls and sending reminder notices are examples of this support. However, the participation of parents also varied in relation to the age and to the degree of handicapping condition of their handicapped youngsters. This variation in parent participation may be described as follows:

Elementary School - The majority of parents who participated in monthly workshops had children who reflected the full range from midly to severely handicapped. They also tended to be parents of children who were about to graduate to a new school.

Intermediate-Junior High School - The majority of parents who participated in monthly workshops had youngsters who were moderately to severely handicapped. Also, many were about to graduate to a new school.

High School - The majority of parents who participated in monthly workshops had teenagers who were severely handicapped.

Parents with severely handicapped youngsters maintained a more consistent level of participation in career education workshops. The participation of parents with less handicapped youngsters waned in relation to the increasing age of the youngsters. Apparently, parents became less concerned about the ability of their mildly handicapped youngsters to lead independent adult lives as those youngsters became older; thus, they seemed less interested in providing career education for these youngsters. It also seemed that impending graduation to a new school raised parents' anxieties regarding futures for their children--especially for moderately to severely handicapped children. These parents were quite ready to engage in training aimed at enhancing their roles as career educators for their own handicapped children.

In addition to age and severity level of children, several other factors exerted some influence over parent attendance at workshops. These factors are:

1. Administrative support, which includes reminder notices of workshops, phone calls to parents who are absent, presence of administrator at workshop.
2. Time of workshops: Fathers and working mothers attend workshops in the evening.
3. Total amount of time required for participation (usually one and one-half hours per month).
4. Mothers returning to work most frequently begins during the intermediate/junior high school years of their children.

However, mothers' decision to return to work appears to be related to the severity of their youngsters' handicapping condition.

5. Attitude of parents toward their handicapped youngsters: Few parents who deny their youngsters' handicapping condition attend workshops. However, some parents who participate either underestimate or overestimate their youngsters' ability.
6. Relevance of training activities to the here and now: Some parents want activities recommended for home use which will lead to instant change in their youngsters. These parents will drop out unless convinced of the potency of a process orientation to career development.
7. The development of a social network which continues to operate outside of the workshops for participating parents: Various parent networks were established in the course of training. Factors which seem to be related to parent membership in a particular network are: a.) the specific handicapping condition of the youngster, b.) the socioeconomic status of the parent, and c.) the perceived emotional stability of the parent.

Student Participation

Students were invited to participate in several workshops. This gave the staff as well as parents the opportunity to demonstrate various career education activities useful in teaching students at home. However, direct involvement of staff with students was not a goal of the project. Some student participation was necessary in order to demonstrate techniques with their youngsters at home.

The Parent Training Curriculum

The parent curriculum includes two phases: preservice training in career education and internship in career education. Each phase is completed in one academic year. The preservice training is accomplished utilizing a workshop format. Workshops are conducted once monthly at the convenience of parents. Training activities are planned and realized through the joint effort of project staff, BOCES staff, and parents. The internship is sponsored by BOCES schools and offers parents the opportunity to function in a variety of career education roles within the school. Day-to-day supervision of parent interns is provided by BOCES staff with back-up from project staff.

The project has involved two groups of 50 parents over a period of three years. The parents have children attending the schools of a BOCES district in New York State. The children of these parents represent the full range of handicapping conditions both in respect to severity and specific disability. Over the three years, the two parent groups were involved in curricular cycles:

Year One	Year Two	Year Three
Preservice training for parent group 1	Internship for parent group 1	Internship for parent group 2
	Preservice for parent group 2	Continuing service for parent group 1

The Structure of Parent Workshops

Project staff, in consultation with school personnel and parents, decided on a three-part format in structuring parent workshops. A short presentation by project staff would be followed by a group activity, and, then, by group discussion. It was decided to keep formal staff presentations to no more than 20 minutes each meeting. An extended lecture format was judged inappropriate for parent training since it failed to encourage the active involvement of parents as career educators. Project staff judged activity groups as more suitable to train parents to become competent and active in career education. Group activities were planned to highlight information provided within the staff presentations and to help parents develop skills in interpersonal communication. Discussion following staff presentations and the group activities proved to be of utmost importance in fostering interaction among the parents within an atmosphere of trust and acceptance. The discussion group has been an effective means of satisfying a strong parent need to communicate with others who have shared similiar experiences.

Following is a list of specific strategies which have been employed to involve parents in the content of the various workshops.

Role-Playing

This strategy has been employed as an opportunity for the parents to explore with each other career education concepts through simulated experiences. Role-playing activities are followed by debriefing, whereby problems implicit in the role-playing situation are identified. It has been effective to have the role players assume the roles once again after the debriefing.

Values Clarification

The value clarification process is that through which the parent participants can identify those specific values which have been operational in their own behavior--especially in relation to career decisions. Values activities have been employed with individual parents, dyads, small groups, and large groups of parents; these activities are potent in defining the relationship between values and decision making vis à vis career choices.

Hands-On Activities

Parents have been provided with specific activities to conduct at home with their own children. These activities have been designed to provide practice for parents in working within each of the eight elements of career education: self awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, attitudes and appreciations.

Guest Speakers

Guest speakers from the community have been invited to the workshops to offer expertise in a particular area and/or an unique perspective to topics of interest to the parents.

Media

Films and videotapes have been employed as an alternative means of presenting specific information on a topic.

Information Gathering

To promote active participation by parents, it has been effective to employ parents as information gatherers both within the parent group and within the community. Specific information gathering activities include interviews, identification of community resources (both people and materials), review of available materials, and site visits. Once gathered, information is presented to the total group.

Brainstorming

Brainstorming is an effective approach which encourages parents to be creative and to generate alternative solutions to problems. During brainstorming, evaluation is eliminated; the non-judgmental condition in brainstorming encourages parents to build on the ideas of others. Brainstorming may involve the entire group functioning as individuals or part of the group functioning as a panel before the rest of the group. Once creative solutions are generated by brainstorming, parents work together in identifying the most promising solutions.

Decision-Making/Problem-Solving Activities

This particular strategy requires parents to work in teams to arrive at a consensus about an issue under discussion. This strategy helps develop skills in interpersonal communication and collective bargaining.

Activity Groups

Parents have worked as teams on a variety of projects related to specific topics presented in the workshops. The activity groups have been an effective means of exploring topics in depth and of providing opportunities for parents to work together outside of the actual workshops.

The Content of the Preservice Training Curriculum

The content of the training curriculum was developed in reference to several factors: At the beginning of the project, staff "brainstormed" concepts in career education that they judged essential to the parents' functioning as career education interns. These concepts were organized under the categories "information," "self-awareness," and "social awareness," Identified concepts are as follows:

Information

1. Career development over the life span
2. Career education

3. Community services
4. Evaluating interests
5. Evaluating job skills
6. Personal/social career skills
7. What training does my youngster need and where is it available?

Self-Awareness

1. The many roles of parents
2. How a career "happens": decision making
3. How jobs are secured, kept, lost
4. How interests, work, and leisure interrelate
5. Career satisfactions: intrinsic, extrinsic, concommitant
6. How do I see my youngster?
7. How do others see him/her?

Social Awareness

1. Helping relationships
2. I am not alone: parents and networking
3. How can I help other handicapped youngsters and their parents?
4. How can others help me?
5. How can I help create careers for the handicapped?

In autumn, 1978, a multiple-choice test was administered to parents in order to assess entry-level knowledge of concepts listed under "Information" above. Results of the test administration provided project staff with valuable information in emphasizing or deemphasizing certain concepts within the curriculum. It became evident that from 10% to 20% of the parents thought that "interests indicate what an individual will succeed in" or "what an individual knows most about" (question 5). Parents were not sure to whom Section 504 of the Rehabilitation Act of 1973 pertained (question 3). The term "intrinsic career satisfaction" was unfamiliar to 50% of the respondents (question 6); they thought it means "working from 9 to 5" or they did not answer the question. Sixty percent believed that "values clarification" means either "finding out what something costs" or "being sure one has not overpaid for an item or service" (question 17). There was uncertainty about the correct answer to question 14 "prevocational preparation means..." and question 20, "vocational career education assists people to..." It is interesting to note that all respondents answered correctly questions 11 and 13; they knew what the best response would be to: "If your daughter said to you, 'I want to work in Alaska to repair the pipeline'" and what to find out: "to determine whether or not a private trade school is as good as its advertising..." A copy of the multiple-choice test is presented in Figure 10.

The content of the curriculum was also sensitive to feedback from the parents. After each workshop, parents provided staff with a formal evaluation of the workshop. In part, the evaluation process allowed parents to ask for content that they felt was important to their training. Parents could also use the evaluation process to suggest changes in the workshop structure. Not only did this parent feedback help project staff address themselves to the needs of the group, but it also provided valuable information in revising content and materials. A copy of the Evaluation Form is presented in Figure 11.

MULTIPLE CHOICE TEST

(Check only one answer for each question.)

1. CAREER EDUCATION IS:
    a. Education for a specific job, such as butcher___
    b. Education for life as a diplomat____
    c. Education to make a life and to make a living___
    d. Education on how to find a job____

2. OF THE HANDICAPPED POPULATION IN NEW YORK STATE, 86 PERCENT ARE BETWEEN THE AGES OF:
    a. 21 and 64 years___
    b. 10 and 25 years___
    c. 1 and 10 years___
    d. none of the above___

3. Section 504 OF THE REHABILITATION ACT OF 1973 PERTAINS TO:
    a. Brain Injured Individuals___
    b. Handicapped Individuals of all ages___
    c. Handicapped Children from 1 to 14 years of age___
    d. Individuals with Retarded Mental Development___

4. EDUCATION OCCURS:
    a. only in classrooms___
    b. in the home as well as in school___
    c. through the many activities in which one learns___
    d. only in buildings called schools___

5. INTERESTS INDICATE:
    a. what an individual is good at___
    b. what an individual will succeed in___
    c. what an individual likes to do___
    d. what an individual knows most about___

6. INTRINSIC CAREER SATISFACTION IS:
    a. a new uniform for the job___
    b. being able to buy a new car every year___
    c. working from 9 A.M. to 5 P.M., five days a week___
    d. the possibility of making friends on the job___

7. THE ROLE OF THE PARENT IS:
    a. to baby-sit___
    b. to teach___
    c. to provide food and shelter___
    d. to set an example___
    e. all of the above

8. IN ORDER TO FIND JOBS FOR GRADUATING STUDENTS IN MY COMMUNITY IT IS BEST TO CONTACT:
    a. Chamber of Commerce___
    b. Association for the Help of Retarded Children___
    c. Young Men's and Young Women's Christian & Hebrew Associations___
    d. Rotary Club___
    e. the largest employer in the community___
    f. none of the above___
    g. all of the above___

Figure 10. Multiple choice test administered to parents at beginning of Project. (continued)

9. EVERY HANDICAPPED INDIVIDUAL NEEDS HELP WITH CAREER DEVELOPMENT BECAUSE HE/SHE·
   - a. has been deprived of many experiences___
   - b. has been more dependent on the family___
   - c. lacks work experience___
   - d. has to cope with employer resistance___
   - e. none of the above___
   - f. all of the above___

10. VOCATIONAL MATURITY CAN BE FOSTERED THROUGH·
   - a. observing and talking to a wide range of workers___
   - b. establishing good work habits___
   - c. reading about careers___
   - d. introduction of work-related experiences, beginning in Kindergarten___
   - e. all of the above___
   - f. none of the above___

11. EFFECTIVE CAREER PREPARATION MEANS:
   - a. every student will go to college___
   - b. to provide hands-on experiences for students___
   - c. knowing what one occupation to choose upon leaving school___
   - d. all students will be able to reach the same goal___

12. IF YOUR DAUGHTER SAID TO YOU, "I WANT TO WORK IN ALASKA TO REPAIR THE PIPELINE," WOULD THE BEST RESPONSE BE:
   - a. "You don't have the right clothes."___
   - b. "You won't be able to come home for Thanksgiving."___
   - c. "Let's find out what the job entails."___
   - d. "Girls don't repair pipelines."___
   - e. "You can't even make your own bed at home."___

13. IN ORDER TO DETERMINE WHETHER OR NOT A PRIVATE TRADE SCHOOL IS AS GOOD AS ITS ADVERTISING, ONE SHOULD TRY TO FIND OUT:
   - a. if the school building is clean___
   - b. what the starting salaries of its graduates are___
   - c. how many graduates have found jobs because of their training___
   - d. the professional degrees of the staff___
   - e. the Director's family life___

14. PRE-VOCATIONAL PREPARATION MEANS:
   - a. keeping one's room tidy___
   - b. spending a school period each day in a shop course___
   - c. knowing how to boil eggs___
   - d. learning the names of the Yankee pitchers___

15. A BUZZLEBUFFER IS:
   - a. a man who cleans windows___
   - b. an individual who waits on table___
   - c. a surgeon___
   - d. a worker in the manufacture of leather___
   - e. a person who shines shoes___

16. THE LETTERS D.O.T. STAND FOR:
   - a. Department of Office Transfers___
   - b. Dictionary of Occupational Titles___
   - c. Demonstration of Official Troubles___
   - d. None of the above___

Figure 10. Continued.

17. VALUE CLARIFICATION MEANS:
    a. finding our what something costs___
    b. knowing how much one wants to spend___
    c. understanding what one prizes or cherishes___
    d. being sure one has not overpaid for an item or service___

18. WHEN ONE PERSON SAYS TO ANOTHER: "LETS BE REALISTIC." HE SHE MEANS:
    a. "Your plan is unworkable."___
    b. "I know better than you do."___
    c. "I don't like what you want."___
    d. none of the above___
    e. all of the above___

19. ROLE PLAYING IS A USEFUL TOOL TO:
    a. practice an employment interview___
    b. teach the handicapped how to make the non-handicapped comfortable___
    c. improve an individual's personal and social skills___
    d. discover what a job is all about___

20. AVOCATIONAL CAREER EDUCATION ASSISTS PEOPLE TO:
    a. plan for retirement___
    b. decide on what hobbies to pursue___
    c. preserve one's self-esteem in an achievement oriented society___
    d. pursue alternate life styles___

MEETING EVALUATION

Date: ____________

1. How would you rate the general organization of this meeting?

   A. Excellent___ B. Good___ C. Satisfactory___ D. Poor___

2. What did you expect to get from this meeting? (please list)

   A.____________ B.____________

   C.____________ D.____________

   E.____________

3. Which of the items above in A through E did you actually derive from this meeting?

4. What were the strengths of the meeting?

5. What were the weaknesses of the meeting?

6. What change, if any, will your attendance at this session make in your home?

7. What suggestions do you have for improving our meetings?

8. What items do you suggest be placed on the agenda for our next meeting?

9. Comments:

Figure 11. Evaluation form completed by parents at end of each workshop.

PLEASE NOTE

It should be clear that the determination of curriculum content for parents is the result of a process which includes input from the parents themselves. What follows is the content arrived at for two specific parent groups. It is hoped that the content described below will serve as one example of a parent training curriculum. However, new parent training programs should not ignore a process of curriculum development which allows for input from those to be trained. Certainly curriculum development must take into account differences among parent groups in regard to entry-level skills and concerns in career education.

With contributions from project staff and feedback from parents, the agendas for the preservice training cycle were finalized. The list of topics for parent training workshops are:

The goals of the project, "Parents in Career Education"
The concepts of career, career development, and career education
Home-based activities which promote career development
The relationship of values, attitudes, and interest to work and career
What is your learning style? The how-to of transmission
The relationship of problem solving and decision making to work and career
Occupations, and how to find out about them
How skills of daily living relate to career
Task analysis and the teaching of skills
Legislation and the handicapped

Advocacy for the handicapped

How to plan a workshop for parents

Conducting a local occupational survey of your community

Setting up a placement office

Setting up a library of occupational literature and training opportunities

Sample training materials for the series of parent workshops appear in the following section of this manual. The materials are accompanied by the plans used by project staff to stimulate group discussion or structure group activity during a particular workshop.

Activity/Exercise:

Career education questionnaire

Topic to which activity/exercise is related:

Concepts or career, career development, and career education. The goals of the project, "Parents in Career Education."

Strategy employed in activity/exercise:

Information gathering;
Brainstorming.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation "Myths of Career Education" emphasizing open ended discussion of prevalence of misinformation in regard to:
   Who?
   What?
   Where?
   Why?
   When?
   (15 minutes)

2. Parents complete questionnaire. (10 minutes)

3. Group discussion in which elaboration of questionnaire responses is encouraged. Information, interests and parents' concerns are listed and sorted into preliminary taxonomy of career education concepts in contrast to vocational education concepts. At this initial project stage, parents must be listened to and encouraged to participate. (45 minutes)

4. Group leader(s) will synthesize salient issues as reflected in workshop discussion emphasizing key elements of career education. One important issue to be dealt with here is "why career education during elementary school years?" (20 minutes)

Companion or follow-up materials to activity/exercise (if any):

1. Handout: Definitions of Basic Terms.

2. Handout: Career Education. . . is.

3. Handout: Elements of Career Education.

CAREER EDUCATION QUESTIONNAIRE

agree disagree

1 2 3 4 5

1. Career Education concerns mostly the secondary school student.

1 2 3 4 5

2. Most special educators have some Career Education skills.

1 2 3 4 5

3. Career Education is primarily for the student who is not going to college.

1 2 3 4 5

4. Career Education is best provided through special courses and units dealing with this area of concern.

1 2 3 4 5

5. In order for a school to have a good Career Education program for handicapped students it will have to make major alterations in its present curriculum.

1 2 3 4 5

6. Career education deals almost exclusively with the work that people are and can be doing.

1 2 3 4 5

7. A unique feature of Career Education is teaching students to clarify their values and to make viable decisions.

1 2 3 4 5

8. Career Education is still another education fad that -- like other fads before it -- will soon peak out and pass into limbo.

1 2 3 4 5

9. So much time is required to teach many handicapped students reading, writing, and computation, as well as dealing with health and behavior problems, that little class time is left for "frills" such as Career Education.

1 2 3 4 5

10. Any good special education program already has built into it adequate Career Education provisions.

agree				disagree	
1	2	3	4	5	11. If a Career Education program really works the handicapped student should arrive at a career.
1	2	3	4	5	12. Students who are bound for college need Career Education less than other handicapped students.
1	2	3	4	5	13. The concept of work in Career Education is a concept of putting forth effort in return for appropriate remuneration.
1	2	3	4	5	14. The educable mentally retarded need Career Education more than other exceptional student groups.
1	2	3	4	5	15. A major Career Education deterrent in the schools is teachers' white collar bias.
1	2	3	4	5	16. Acquiring knowledge of oneself is even more important in the Career Education of handicapped students than acquiring knowledge of the world of work.
1	2	3	4	5	17. The exact choice of an occupation by a student is less important than what he becomes as a person.
1	2	3	4	5	18. There is little resistance among classroom teachers to incorporating Career Education into their programs.
1	2	3	4	5	19. Since exceptional children got along pretty well without Career Education in the past, there really is no emergency right now.

ELEMENTS OF CAREER EDUCATION

K —————————————————— 12

Awareness	Exploration	Preparation
SELF-AWARENESS		SELF-IDENTITY
EDUCATIONAL AWARENESS		EDUCATIONAL IDENTITY
CAREER AWARENESS	Career Education, Home, and Community Life	CAREER IDENTITY
ECONOMIC AWARENESS		ECONOMIC AWARENESS
DECISION MAKING		CAREER DECISIONS
BEGINNING COMPETENCY		EMPLOYMENT SKILLS
EMPLOYABILITY SKILLS		CAREER PLACEMENT
ATTITUDES AND APPRECIATIONS		SELF AND SOCIAL FULFILLMENT

DEFINITIONS OF THE EIGHT ELEMENTS OF CAREER EDUCATION

a. Self-Awareness	Achieving an increased awareness of "Self" by developing an understanding of interests and aptitudes.
b. Educational Awareness	Increasing interests and/or achievements in the educational program emphasizing the basic skill areas.
c. Career Awareness	Increasing interest and awareness of the occupations that compose the world of work.
d. Economic Awareness	Understanding the world of work and its impact on self and society.
e. Decision Making	Making successful decisions related to career and self-satisfaction.
f. Beginning Competency	Demonstrating basic competencies upon exiting from high school.
g. Employability Skills	Demonstrating a "salable skill" upon exiting from high school.
h. Appreciations and Attitudes	Developing an understanding of the contribution of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self-satisfaction.

CAREER EDUCATION...IS

"...a broad approach to education..."

"...broader than vocational education and is for all learners regardless of age, sex, race or educational goals..."

"...inclusive of all kinds of careers, salaried and non-salaried, full-time and part-time..."

"...an emphasis on applied vs. descriptive learning, i.e., active rather than passive learning..."

"...an approach to motivate learners and increase achievement..."

"...geared to imparting social, psychological, educational, economic, and manual skills..."

"...aimed at the continuing development of each individual through lifelong educational experiences.. "

"...a link between education and the real world..."

"...based on self-awareness and awareness of the environment..."

"...experiences about living, learning, thinking, deciding and adapting..."

"...education which can be applied throughout life in a variety of circumstances..."

CAREER EDUCATION...IS NOT

"...a way of eliminating or changing all that has been included in academic areas..."

"...a negation of traditional educational objectives..."

"...just for students in junior high or high school..."

"...just for students who don't plan on going to college..."

"...a course or series of courses..."

"...a subject to be taught..."

"...aimed only at paid work..."

"...limited to teaching saleable skills..."

"...the solution to all our educational problems..."

"...anti-intellectual..."

rom CAREER EDUCATION: AN INTRODUCTION, produced by The Career Education Center, Florida State University, Florida Department of Education, 3rd ed. 1975

Excerpts from:

CAREER EDUCATION, VOCATIONAL EDUCATION, AND OCCUPATIONAL EDUCATION: AN APPROACH TO DEFINING DIFFERENCES

by
Kenneth Hoyt
Associate Commissioner
Office of Career Education
U.S. Office of Education

Definitions of Basic Terms

"Work" is conscious effort aimed at producing benefits for oneself and/or for oneself and others. As such, it is unimportant whether such effort is paid or unpaid in nature. What is important is that it represent the basic need of all human beings to achieve-to accomplish--to do something productive that allows the individual to discover both who he/she is and why he/she is. With this definition, work is properly viewed as a human right--not as a societal obligation.

"Career" is the totality of work one does in his or her lifetime. Thus, any person can have only one career. That career typically begins prior to entering kindergarten and continues well into the retirement years.

"Vocation" is one's primary work role at any given point in time. Vocations include paid employment, but they also extend to unpaid work roles. For example, we can speak of the "vocation" of the student, the full-time volunteer worker, or the full-time homemaker just as easily as we can speak about the "vocation" of the plumber, the physician, or the engineer.

"Occupation" is one's primary work role in the world of paid employment. Economic returns are always considered among the work values of persons engaged in occupations although these might not be considered at all by persons in certain vocations. The occupations of many persons will be synonymous with their vocations. One can never have an occupation without having a vocation although, of course, one can have a "vocation" without being engaged in an "occupation."

"Leisure" consists of activities, other than sleeping, in which one engages when not performing in his or her vocation. Thus, "leisure" holds possibilities for both "work" and for "play."

"Education" consists of all those activities and experiences through which one learns. As such, it is obviously a lifelong process and considerably broader in meaning than the term "schooling."

All that follows here is based on an assumption that these six basic terms are understood and agreed upon. Those who disagree with one or more of these definitions will necessarily find themselves disagreeing with the remainder of this presentation.

Activity/Exercise:

Trip to Mars

Topic to which activity/exercise is related:

The relationship of values, attitudes, and interest to work and career.

Strategy employed in activity/exercise:

Values clarification.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation on how individual values affect decisions in general, and, ultimately, career decisions. (15-20 minutes)
2. Hand out activity sheet "Trip to Mars" to parent participants. Have participants work in small problem-solving groups until consensus is reached. Small groups share results with the whole group. (30 minutes)
3. Staff leads parent group in discussing the values implicit in the activity. Staff leader asks the following questions:
    - a.) What kinds of value assumptions did the members of the group make?
    - b.) Were there value conflicts, and how were they resolved?
    - c.) What did you learn about your values from an experiential standpoint? (30 minutes)
4. Closure: Staff leader points out that an important part of decision-making is the understanding and clarification of one's values. Once values are identified, individuals can become more critical in making realistic and satisfying decisions in preparation for their careers. (5 minutes)

Companion or follow-up materials to activity/exercise (if any):

TRIP TO MARS:
VALUE CLARIFICATION THROUGH SIMULATION of an INSTRUCTIONAL TECHNIQUE

I. **Objective**

- A. To introduce and explain the use of simulation for value clarification
- B. To make the participants experience a value clarification exercise
- C. To demonstrate the emergence of a variety of values in any value clarification exercise

II. **Activity**

- A. Participants work in problem-solving groups of six until consensus is reached
- B. Each group shares its results with the whole group.
- C. Discussion of results as they show the variety of solutions and values

III. **Materials**: Trip to Mars

IV. **Key Points**

- A. Simulation as a way to abstract from reality
- B. Simulation as a safe way to filter salient points from a reality situation
- C. Most value clarification exercises can be adapted to a variety of age-levels.
- D. A value clarification strategy is a tool. Post-exercise discussion is more important than strategy used.

E. The influence of past experience on values

F. The influence of values on decision-making

G. There is no one right solution to all value clarification strategies.

H. If any group member gets the feeling that his values are frowned upon or ridiculed, he/she will stop sharing his feelings and thoughts about value issues.

I. Were there value conflicts, and how were they resolved?

J. The variety of solutions available for this particular problem all being of validity with the individual

V. Summing Up

TRIP TO MARS

The Situation:

Transportation to and from MARS as well as communication with the population have been successfully established.

Your team has been asked to design and build an educational system for the children living on MARS. This system is also to serve as a model for other educational systems.

The Task:

The load for your space ship is being determined. Your present task is to decide on ten educational items to be included. This is the only trip to be made this year. Thus, you need to decide on the ten most important items for educating children.

You and your group will discuss the items you want to take until you can compile a list of ten items with which everyone agrees.

Activity/Exercise:

Career development interview

Topic to which activity/exercise is related:

The relationship of values, attitudes, and interests to work and career.
The concepts of career, career development, and career education.

Strategy employed in activity/exercise:

Information gathering;
Role playing;
Activity groups.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation on career development and career choices. (15 minutes)

2. Parents team up with a partner and interview each other. (30 minutes; 15 minutes per parent.)

3. Debriefing in which major influences on an individual's career development and choices are identified and discussed. Focus of discussion will include the following:
   - .Vocational/career choices
   - .Factors influencing choices
   - .Social setting in which career decisions are made
   - .Impact of education on career choices
   - .Role of models and/or significant others on career choices, with particular emphasis on influence (both positive and/or negative) of parents in decision-making process.

   (45 minutes)

4. Closure of workshop with leader(s) extrapolating from discussion those prevalent key elements of career choice process with particular emphasis on role of parents in that process. (15 minutes)

Companion or follow-up materials to activity/exercise (if any):

Apply career development interview in a non-workshop setting; for example, interview another adult.

CAREER DEVELOPMENT INTERVIEW

Objectives

1. Awareness of the developmental nature of career choice.

2. Skill in understanding the career choice process in an individual.

3. Skill in applying career choice data to the career guidance of an individual.

Concept

Career choices and vocational maturity follow a developmental sequence in a manner comparable to other human attributes (such as cognition, social skills, and intellectual functions).. Through understanding the history of an individual's career development, the parent will be better able to understand his/her current career status, how this status was achieved, and how the process may be fostered in the future.

The Career Development Interview

Step 1 in this laboratory experience is to devise an interview schedule which will elicit data from the client about past experiences and choices. Conceivably such a schedule might include almost the total history of the person, since a case can be made for all life experiences having an impact on career development. However, for the sake of this laboratory session, you might set the following limits

1. Choice points.
   You might inquire about vocationally related matters at age 5, 10, 14, 16, 18, 21, and subsequent years.

2. Choices.
   You might inquire about career preferences at each of these age points.

3. Reality.
   You might ask the interviewee to indicate the degree to which choices at each of these points were realistic. For this purpose, define a realistic vocational choice and use your definition as a criterion against which to measure each choice.

4. Factors entering choice.
   For each age point and choice, attempt to discover the factors in the life of the individual which encouraged and discouraged the formation of this choice, e.g. the influence of parents and the neighborhood.

5. Sequencing.
   Did each previous choice lead naturally to the next career choice? What effect did one choice have upon subsequent ones? Does there seem to be a relationship between one choice and those that follow it?

Career Development Interview

6. Social Milieu.
   Describe the social setting in which the individual developed. What part did this social milieu (e.g. economic level, urban-rural, point in American history, TV, minority group status, limitations) play in the vocational development of the individual?

7. The Educational Experience.
   What role did the person's experience in school play in his/her vocational development? E.g., did performance in certain school subjects influence him/her, or extra-curricular activities?

8. Crises.
   What part did crises play in the vocational development of your client? Explore such variables as serious illnesses, loss of loved ones, family break-up, economic failure, mental health provlems, etc.

9. Awareness of Choices.
   To what degree was the client aware of his vocational development and to what degree does development seem to have occurred unconsciously or without full awareness? How does the client view this in terms of helping or hindering his vocational development?

10. What forms of vocational development assistance, if any, did the person receive and how helpful was it?

You will interview another parent, completing the data schedule and, then the roles will be reversed so that the first interviewer becomes the second interviewee and the first interviewee becomes the second interviewer. After the two interviews have been completed, you each should have a completed date schedule available to you which gives you the data of the vocational development of your partner.

Use of the Career Development Data

Using the data you have elicited, answer the following questions and perform the following tasks:

1. Does there seem to some order or rationale behind the development of this individual's choices? In yes, spell out that order. If no, suggest why there is no apparent order in the developmental data?

2. As you examine this person's development, what do you feel are the major influences on his/her choices? Why were these choices more influential than other choices?

3. Do you see evidences of a developmental process? If so, draw an age graph showing the course of the career development of the individual.

Department of Special Education
Teachers College, Columbia University

QUESTIONS TO COVER DURING THE INTERVIEW

1. What is your occupation?

2. Describe what you do on a typical working day?

3. Do you like what you are doing?

4. (Depending on response to #3):
What's good about it? or What would you rather do?

5. At what age did you decide that you would be doing this?

6. How did you get where you are now?

7. What role did your school experience play in your career?

8. What role did your parents play in your career?

9. Did you receive any help in developing your career, and who gave it?

10. What can you picture yourself doing ten years from now?

Activity/Exercise:

Decision-making: A Matter of Survival

Topic to which activity/exercise is related:

The relationship of values, attitudes, and interests to work and career.
The relationship of problem-solving and decision-making to work and career.

Strategy employed in activity/exercise:

Role playing;
Values clarification;
Decision-making/problem-solving activities.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation in the area of making career decisions and components of the decision-making process. (15-20 minutes)
2. Parents form groups with 1-6 individuals in each and discuss the problem until a team decision in regard to a solution is reached. (20 minutes)
3. Parents regroup and group leader reports the team's results. (10 minutes)
4. Differences and/or similarities among groups are examined and rationale behind team decisions are investigated. Components of decision-making process are identified and their implications for team decision-making are analyzed. Emphasis is on the following: use of information; past and present experiences; values; group needs; and conditions under which decisions are made. (20 minutes)
5. Closure to workshop focuses on comparing decision-making process and problem-solving to career decision-making. Parents are urged to find parallels between the task, the process and real career decision-making experiences. (15 minutes)

Companion or follow-up materials to activity/exercise (if any):

1. Handout: Decision Making: Content.

DECISION MAKING

A Matter of Survival

I. Objective:

- A. To participate in a decision making exercise
- B. To analyze the use of information in decision making
- C. To analyze the steps which go into the decision making process

II. Materials:

A Matter of Survival

III. Activities:

- A. Participants will form groups of 6 and discuss the problem until a solution is agreed upon.
- B. Each sub-group will share its solution with the whole group.
- C. Each sub-group will defend its solution, citing the bases for its decision.

IV. Key questions for discussion:

- A. How, if at all, did values influence the decision-making process?
- B. Did past experience influence the decision-making process?
- C. Did needs influence the decision-making process?
- D. What were the conditions under which the decisions were made?

E. Did the problem include the potential for other solutions?

F. What might they have been?

G. Can parallels be drawn between this decision-making process and decisions on careers?

V. Summing Up

A MATTER OF SURVIVAL

During the summer of 1970, you are on a flight to visit the World's Fair in Osaka, Japan, when an explosion aboard the plane disables the controls and the plane is forced to crash land on a nearby barren island. You are among 15 passengers who survive the crash. With radio not functioning and drinking water and food sufficient for only three weeks for the survivors, the group decides after 3 days of waiting that there would be little likelihood of rescue unless an attempt is made to sail and row the life raft 500 miles to a series of islands populated by natives, some of whom are believed to be unfriendly headhunters. The raft will hold no more than five persons and supplies for a 10 day trip. The group must determine who should be chosen to go to seek help and who to stay.

The following are the survivors and their backgrounds:

	SURVIVOR	ETHNIC BACKGROUND	SEX	AGE
1.	registered nurse	B	F	33
2.	teacher	B	F	27
3.	linguist, familiar in South Seas dialects	B	F	52
4.	plane navigator	W	M	27
5.	doctor	W	F	60
6.	wrestler	B	M	30
7.	plane captain	B	M	51
8.	Museum of Natural History naturalist, familiar with South Seas tribes & geography	W	F	24
9.	Army major general	W	M	58
10.	South Seas island fishing boat captain	W	M	47

	SURVIVOR	ETHNIC BACKGROUND	SEX	AGE
11.	Olympic long distance swimming star	B	M	21
12.	weather bureau expert	W	F	37
13.	college varsity rowing team star	B	M	34
14.	rifle shooting expert with gun & ammunition	W	M	34
15.	army survival training sergeant	B	M	40

DECISION MAKING

Content

I. Definitions

A. Decision making: rational process of choosing between known alternatives

B. Decisions are made through direct learned behavior, including not taking any action.

C. Decisions are made to satisfy needs or to implement self-concept.

D. Decisions are influenced, but not necessarily predetermined by circumstances or chance.

E. Individuals make decisions throughout life, but need to be conscious of their decision-making processes and how to use experience in making decisions throughout the career process to improve the quality of their decisions.

F. Decision-making starts early in life. (Fallacy: Student can't make realistic choices until senior high school.)

G. Career Decisions are influenced by:
  1. Aptitudes
  2. Intelligence
  3. Occupational prestige ratings
  4. Interests
  5. Vocational maturity
  6. Self concept
  7. Readiness to make choices
  8. Factors in the environment
  9. Past experiences

Basic Decision to make: What will I do?
Models: Tiedeman, Hilton, Gelatt (see charts)

H. Rational choice is based on
    1. Systematic evaluation of personal aptitudes, capacities, interests, values, and environments
    2. Systematic evaluation of prospective rewards
    3. Advantages and disadvantages of various occupational fields and occupational roles
    4. Understanding of the alternatives and their consequences

I. Decision making involves:
    1. Defining objectives
    2. Collecting data
    3. Analyzing their relevance
    4. Studying possible alternatives
    5. Evaluating consequences

J. Cyclical nature of decision making
    1. Some decisions form the basis for future decision.
    2. Economy of using past in making current decisions

K. Stages: Period of anticipation, exploration, crystallization, choice, clarification
    1. Transition from one stage to another
    2. Fixation, regression, and progressions

II. Factors in Decision Making Process

A. Risk-taking inherent in any decision for action

B. Readiness:
    1. Willingness to engage in decision making
    2. Need for self-knowledge
    3. Need for occupational knowledge
    4. Opportunities to make decisions, thereby acquiring skill

C. Level of aspiration -- influenced by:
    1. measured intelligence
    2. self-appraisal

3. Family values
4. Family SES
5. Peer concepts

D. Perceptions of:
  1. Jobs
  2. Of work
  3. Of society
  4. Of self

E. Self knowledge: Who Am I?
  1. Physically
    a. What do I like to do?
    b. What physical skills do I have?
    c. What physical environment do I like?
  2. Emotionally
    a. What I feel is important.
    b. What attitude I have about myself, my work, my future.
    c. What kinds of interpersonal skill do I have?
    d. What kinds of interpersonal relationship do I like?
  3. Intellectually
    a. What do I like to study and think about?
    b. What intellectual skills do I have?
    c. What kinds of intellectual challenges do I like?

F. Aptitudes and intelligence as measured by tests, school performance, out-of-school activities, and family and peer perceptions, e.g. GATB, SAT, DAT.

G. Interests
  1. People
  2. Data
  3. Things

H. Values
(See unit on values)

I. Life Style Preferences
  1. Manner in which a person characteristically reacts to settings and environment
  2. Characteristic directions and processes manifested by the student over time

J. Knowledge of requirements and opportunities:
   1. People sources (give examples)
   2. Thing sources (give examples)
   3. Working on the job
   4. Printed and picture sources

K. Weighing alternatives (an ongoing process of examining alternatives available for each decision)
   1. Review alternative action
   2. Review possible outcome
   3. Review probability of outcome
   4. Review desirability of outcome

III. Outcomes

A. Conditions under which decisions are made:
   1. Certainty (swimming pool)
   2. Risk (flipping a coin)
   3. Uncertainty (several possible outcomes)
   4. Combination (of risk and uncertainty)

B. Strategies:
   1. Wish strategy (choose what you desire most)
   2. Safe strategy (choose the most likely to succeed)
   3. Escape strategy (choose to avoid the worst)
   4. Combination strategy (combination of wish & safe)

NOTE: Ability to make choices can be enhanced by prior experience. Individual should be provided with many opportunities to make decisions to learn to recognize the risk and uncertainty involved.

C. Planning: Developing a step-by-step procedure to reach goal

D. Acting: (based on plan of action)
   1. Terminal decisions
   2. Investigatory decisions

E. Feedback into decision-making loop "Each decision changes or adds to the available data for the next one."

Activity/Exercise:

Decision Making: Occupational checklist.

Topic to which activity/exercise is related:

The relationship of values, attitudes, and interest to work and career.

Strategy employed in activity/exercise:

Values clarification.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation regarding personal needs, interests, and values as well as their relationship to occupational choice. (15-20 minutes)

2. Parents complete occupational checklist as per directions. (10 minutes)

3. Discussion by parents during which group leader elicits information bearing upon key questions, listed in directions. (30 minutes)

4. Closure: Leader synthesizes positive and negative characteristics of jobs identified by parents. Leader stresses relationship of one's preferred job characteristics to career choices. (15 minutes)

Companion or follow-up materials to activity/exercise (if any):

DECISION MAKING

The Occupational Checklist

I. **Materials**:

List of occupations

II. **Activity**

A. Participants will place a (/) sign in front of five occupations each would choose.

B. Participants will place a (-) sign in front of five occupations each dislikes most.

C. Participants will go over the five positively identified occupations and choose three to mark with (//).

D. Participants will go over the five negatively identified occupations and choose three to mark with (--).

E. We will collect all of the (//) marked choices, and later, all of the (--) marked choices.

III. **Questions** (Do not respond to this section until the checklist results have been reported to the whole group.)

A. What do the positive occupations have in common?

B. What do the negative occupations have in common?

C. What do they tell about your needs and the needs of the whole group?

D. How can this instrument be used to demonstrate decision making to others?

E. How would you help other parents design decision-making instruments?

F. It has been shown that different kinds of items such as recreational activities, or magazines reveal the same things about the individual making decisions. Can you think of non-vocational and vocational decision-making instruments that use items other than the list of occupations used in this laboratory exercise?

WORKSHEET

OCCUPATIONAL CHECKLIST

Actor
Accountant
Advertising Account Executive
Air-Conditioning Repairperson
Aircraft Mechanic
Apprentice (in a trade)
Architect
Army Officer
Artist (commercial)
Astronaut
Athletic Director
Author
Auto Mechanic
Aviation Mechanic
Aviator
Bacteriologist
Baker
Banker
Beautician
Biologist
Bookkeeper
Bricklayer
Builder
Business Machine Operator
Butcher
Buyer (Department Store)
Carpenter
Cashier
Caterer
Chauffeur
Chemist
Cleaner & Dyer
Clerk (Civil Service)
Clerk (Hotel)
Clerk (Shipping or stock)
Computer Programmer
Construction Worker
Cook
Dancer (Professional)
Dental Mechanic
Dental Assistant
Dentist
Designer (Textiles)
Designer (Machines)
Detective
Dietician
Doctor
Draftsperson
Dressmaker
Editor
Electrician
Employment Interviewer
Engineer (Building)
Engineer (Electrical)
Engineer (Mechanical)
Engineer (Mining)
Farmer
Fashion Illustrator
Firefighter
Florist
Foreign Service Officer
Forester
Garment Worker
Hostess
Housekeeper
Illustrator (Magazine)
Insurance Agent
Insurance Claims Adjustor
Interior Decorator
Inventor
Journalist
Judge
Laboratory Technician
Landscape Gardener
Lawyer
Librarian
Machinist
Mail Carrier
Marine
Merchant Marine
Milliner
Minister
Musician
Naturalist
Navy enlisted person
Nurse (Registered)
Nurse (Practical)
Nursery School Teacher
Optometrist
Painter & Plasterer
Personnel Worker
Pharmacist
Photographer
Physicist
Playground Worker
Plumber
Poultry Farmer
Police Officer
Priest
Printer
Prison Worker
Probation Officer
Psychologist
Publisher
Rabbi
Radio Operator
Railroad Worker
Refrigeration Service
Research Director
Restaurant Manager
Retailer
Salesperson
Seaman
Secretary
Service (Electrical equipment)
Service (Office machines)
Service (Radio & television)
Sheet Metal Worker
Singer
Social Worker
Singer
Social Worker
Statistician
Stockbroker
Surgeon
Tailor
Taxi Driver
Teacher
Telephone Operator
Television Camera Operator
Tool Maker
Traffic Manager
Tree Surgeon
Typist
Undertaker
Upholsterer
Veterinarian
Waiter
Waitress
Watchmaker
Welder
Window Dresser
X-Ray Technician

Activity/Exercise:

Career cluster Q-sort

Topic to which activity/exercise is related:

Home-based activities which promote career development;
The relationship of values, attitudes, and interests to work and career;
The relationship of problem-solving and decision-making to work and career.

Strategy employed in activity/exercise:

Hands-on activities;
Values clarification;
Decision-making/problem-solving;
Activity groups.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation in the area of making career decisions with an emphasis on comparing perceptions of job skills, attitudes and values. (15-20 minutes)

2. Career cluster Q-sort and career cluster form are completed individually and compared with another parent's completed sort. Parents are asked to identify areas of most significant discrepancy and to discuss possible reasons for differences as determined by individual perceptions of skills, attitudes, and values. (45-60 minutes)

3. Decision-making trends are investigated via a discussion of individual's perceptions in regard to desirability, or its absence, in one's own career choices as measured by the sorting process. (10 minutes)

4. Workshop brought to closure by leader(s) facilitating discussion on differences in perception in regard to career choice and its potential implications for enhancing parental guidance in fostering career awareness in handicapped children. (15 minutes)

Companion or follow-up materials to activity/exercise (if any):

1. Career cluster Q-sort can be used with handicapped children at home as well as with spouse of workshop participant in order that perceptions of career choices can be compared.

2. Career cluster Q-sort can be adapted to game format to provide manipulative instrument for using with young or lower functioning children.

Career Cluster Q-Sort

Name of child________________________________Date__________

Name of Parent (teacher)______________________________

Sort the following occupations on a scale from 1 (most like me) to 9 (most unlike me).

Compare sorts with the child's sorts.

Examine the trends that emerge in regard to the six clusters listed.

Occupation no.	Occupation name	Sort 1	Sort 2	difference	squared
1	Car mechanic				
2	Office clerk				
3	Dental assistant				
4	Superintendent				
5	Groundskeeper				
6	Cook				
7	Gas station attendant				
8	Mailman				
9	Nurse				
10	Construction worker				
11	Florist				
12	Waiter				
13	Truck driver				
14	Secretary				
15	Doctor				
16	Elevator operator				
17	Farmer				
18	Grocery store salesman				
19	Car salesman				
20	Office machine operator				
21	Hospital worker				
22	Building custodian				

		1	2	differ.	sq.
23	Forest ranger				
24	Kitchen worker/helper				
25	Auto body repairman				

Clusters:

Transportation occupations - 1, 7, 13, 19, 25

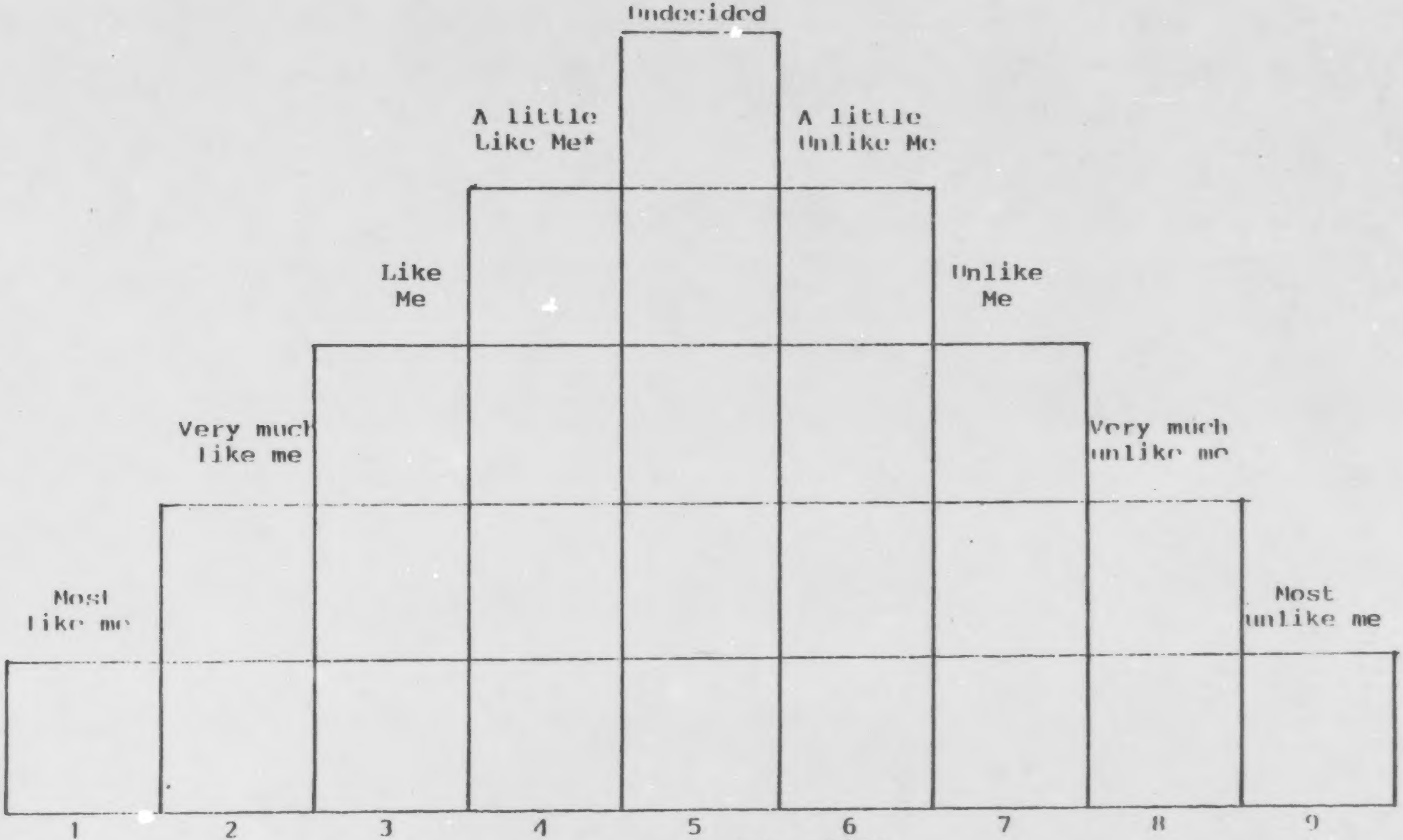
Office & business occupations - 2, 8, 14, 20
(maintenance)
Health occupations - 3, 9, 15, 21

Construction occupations - 4, 10, 16, 22

Agribusiness - 5, 11, 17, 23

Personal & public service occupations - 6, 12, 18, 24
(food production)

Career Cluster Form


Undecided
A little Like Me*
A little Unlike Me
Like Me
Unlike Me
Very much like me
Very much unlike me
Most like me
Most unlike me
1
2
3
4
5
6
7
8
9

*me= child

CAREER EDUCATION FOR THE HANDICAPPED STUDENT

SKILLS OF DAILY LIVING

Content

I. Parameters of the Problem

- A. Definition of skills of daily living
- B. Typical developmental sequences
- C. Evidences of developmental lag in handicapped students
- D. Impact of such lags upon exceptional students' vocational development
- E. The concept of employment and academic readiness

II. Major Areas of Daily Living Skills

- A. Mobility
- B. Reading, writing, and computation
- C. Personal appearance
- D. Personal hygiene
- E. Conforming behaviors
- F. Interpersonal relationships
- G. Independence in the home
- H. Use of leisure
- I. Industrial and commercial tools and processes
- J. Minor repairs

Activity/Exercise:

Q-sort record form

Topic to which activity/exercise is related:

The relationship of values, attitudes, and interests to work and career;
The relationship of problem-solving and decision-making to work and career.

Strategy employed in activity/exercise:

Hands-on activities;
Values clarification;
Decision-making/problem solving;
Activity goals.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation in the area of making career decisions with an emphasis on components of the decision-making process, such as information, interests, values, attitudes, skills, needs, and experience. (15-20 minutes)

2. Q-sort record form and target cutback form are completed individually and compared with another parent's completed sort. Parents are asked to identify areas of most significant discrepancy and to discuss possible reasons for differences as determined by individual perceptions in regard to decisions. (45-60 minutes)

3. Decision-making trends are investigated via a discussion of priorities, as well as non-priorities, in decision process as measured by the sorting technique. (10 minutes)

4. Workshop brought to closure by leader(s) facilitating discussion on differences in perception in regard to decision-making and its potential implications for enhancing each parent's competency in fostering decision-making abilities in handicapped children. (15 minutes)

Companion or follow-up materials to activity/exercise (if any):

Q-Sort Record Form

Name of evaluator______________________________ Date__________

This is an activity in individual decision making and comparing perceptions.

The task: Due to a budget crisis in your school district, cutbacks in "nonessential" programs are imperative. You have been asked by the principal to evaluate the dispensability, or indispensability, of 25 school-based programs. Since this is a "forced-choice" task, each of the 25 programs must be assigned a priority rating from 1 (most indispensable, ie. can not be dropped from the school curriculum) to 9 (most dispensable, ie. can definitely be dropped from the curriculum).

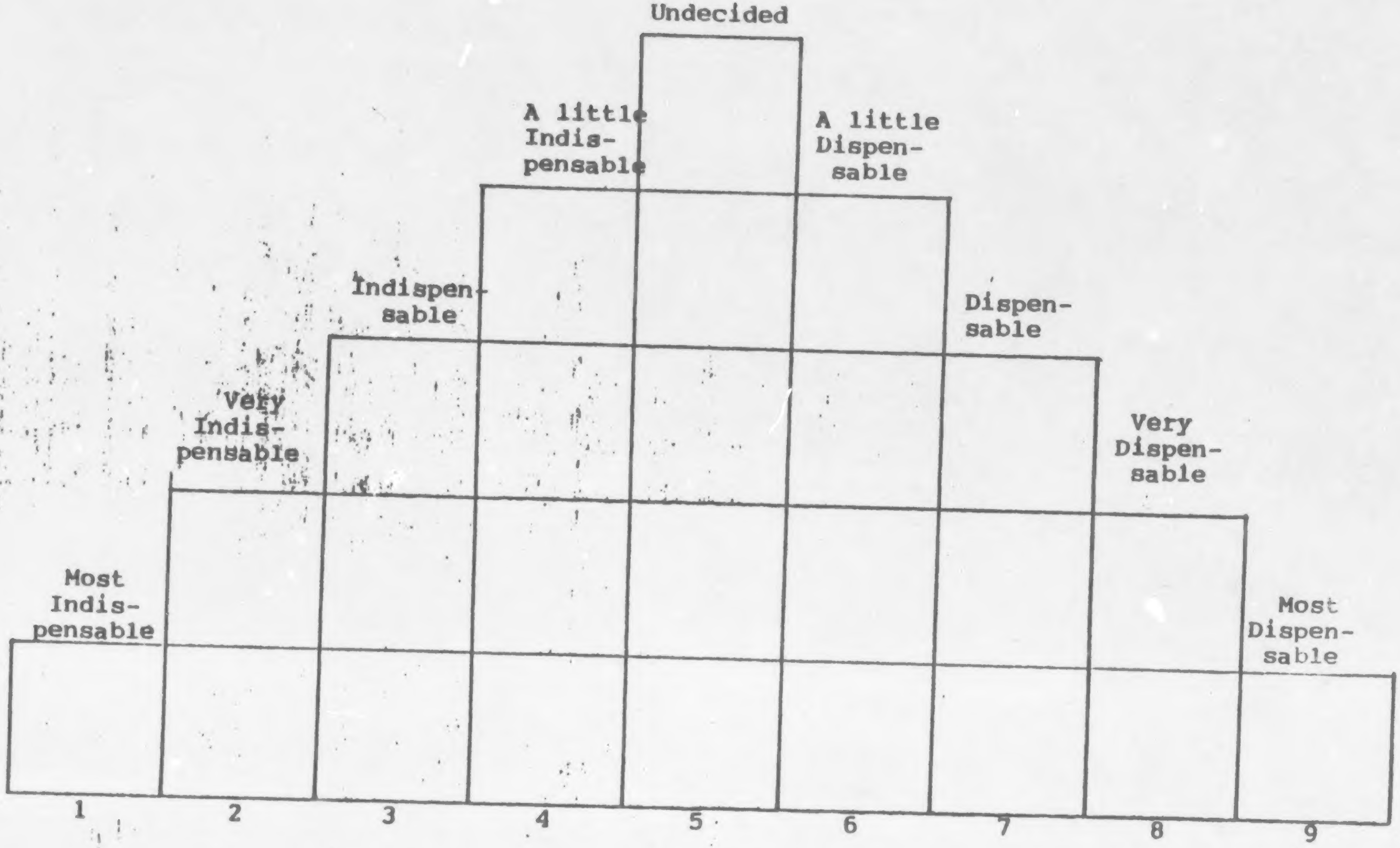
Review the 25 items below and assign them a relative value from 1 to 9, with 5 being the middle value, or undecided. Record your decisions on the Target Cutback Form (page 3). Once you have completed the Target Cutback Form, record your decisions in column 1 on this page. Each target program on the Target Cutback Form has a number (1-9). Where that item is placed on the Form will indicate your decision regarding its relative value. For example, if you have decided that gymnastics is most dispensable, then that item will receive the numerical value of 9 and the number 9 will be placed on the Q-Sort Record Form next to Program 3 (gymnastics), etc.

Program no.	Program Name	1	2	difference	squared
1	Tutoring (teachers)				
2	Music lessons				
3	Gymnastics				
4	Boy Scouts/Girl Scouts				
5	Shop				
6	Intensive reading				
7	Painting class				
8	Field trips				

		1	2	dif.	sq.
9	Basketball-baseball club				
10	Automechanics				
11	Study skills workshop				
12	Pottery/ceramics				
13	After school center				
14	Swimming				
15	Cooking/kitchen management				
16	Tutoring (Peers & Older students)				
17	Band practice				
18	Intramural teams/uniforms				
19	Track & field				
20	Job apprenticeship program				
21	Library				
22	Sewing workshop				
23	Bowling club				
24	Community exploration/travel training				
25	Speech remediation/communication skills workshop				

You are now ready to move on to a team decision making activity.

Target Cutback Form



Undecided
A little Indispensable
A little Dispensable
Indispensable
Dispensable
Very Indispensable
Very Dispensable
Most Indispensable
Most Dispensable
1
2
3
4
5
6
7
8
9

Decision Making Trends

Is there a noticeable trend in your thinking as reflected in the decision making process?

Refer to the Target Cutback Form. Block out the middle three columns, ie. columns 4, 5, & 6. Look only at columns 1, 2, & 3 on the indispensable side and columns 7, 8, & 9 on the dispensable side.

The 25 programs listed can be grouped in five general categories. These are shown below. Count the number of dispensables and indispensables in each of the five categories (there should be six checks in each column). If your count shows three or more checks for any one category, or no checks in any one category, it might say something about what you value in regard to school programs for your child. For example, if you have 4 checks under the category academics, on the indispensable side, chances are that you value academic programs for your child more highly than the other types of programs. If on the other hand you have no checks under the category recreation on the dispensable side, does this mean you may not value recreation activities for your child as highly as other programs?

Indispensable	Dispensable
Academic 1, 6, 11, 16, 21, 25	
Art/Music 2, 7, 12, 17, 22	
Recreation 4, 13, 8, 18	
Sports 3, 9, 14, 19, 23	
Life skills 5, 10, 15, 20, 24	

Activity/Exercise:

Interests

Topic to which activity/exercise is related:

The relationship of values, attitudes, and interests to work and career.

Strategy employed in activity/exercise:

Values clarification.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation regarding interests as crucial variables which affect career decisions. (15-20 minutes)
2. Parents individually fill out interest sheet and then meet in dyads to discuss responses. Parents discuss the six occupations they have listed, targeting on the potential of these occupations for expression of individual interests. (30 minutes)
3. Debriefing: Each parent introduces partner in dyad to total group, indicating the partner's interests and the relationship of those interests to occupational choice(s). (20 minutes)
4. Closure: Leader will extrapolate from parents' choice of activities and occupations the correlation between chosen activities and occupations. Leader will stress that formulation of interests is a developmental process which affects career choices. (20 minutes)

Companion or follow-up materials to activity/exercise (if any):

INTERESTS

A. OF THE ACTIVITIES LISTED BELOW WHICH DO YOU LIKE AND WHY DO YOU LIKE THEM?

1. Working outdoors
2. Writing prose or poetry
3. Solving puzzles
4. Being "on the go" always
5. Using tools
6. Meeting lots of people
7. Tinkering and repairing things
8. Facing dangerous situations
9. Working at many things
10. Working at one thing steadily
11. Raising garden products
12. Doing new things all the time
13. Doing work for which you have to put on old clothes and get your hands dirty.

B. WHICH WOULD YOU PREFER TO WORK WITH - A RADIO.... OR A GARMENT....?

Check two things you would like to do with it:

Make it
Plan (or design) it
Improve it practically
Handle the buying of it
Prepare the advertising of it
Sell it
Repair it
Use it
Draw a picture of it
Write an article about it
Teach others about it
Improve its beauty

C. NAME SIX OCCUPATIONS YOU KNOW AND TELL A LITTLE ABOUT THEM.

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

4. ______________________________
____

5. ______________________________
____

6. ______________________________
____

Activity/Exercise:

Career activity log

Topic to which activity/exercise is related:

Home-based activities which promote career development.

Strategy employed in activity/exercise:

Hands on activities, problem-solving, brainstorming.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff leader reviews activities which have been presented in workshops. Discussion follows on how activities can be adapted for use at home with children who are handicapped. (20-30 minutes)

2. Problem-solving session: Individual parents pinpoint an area of career development in which their handicapped child is deficient. Other parents generate strategies for remediating specific deficiencies. Leader monitors strategies proposed by parents; awaits opportunities to synthesize proposed strategies in a manner which illuminates teaching methods. (40 minutes)

Campanion or follow-up materials to activity/exercise (if any):

1. Parents keep career activity log at home as some indication of the kind and frequency of career education activities taking place in the home.

2. Parents bring career logs to subsequent meetings so that staff leaders and other parents may help evaluate the type and frequency of career education activities in relation to the needs of individual children.

CAREER ACTIVITY LOG

This log will provide a measure of the kind and frequency of career education activities taking place. Make a check mark in the column which most closely identifies the nature of the activity. Occasionally an additional explanation is needed of what exactly was done. Please, begin a new log each month.

NAME: ______________________ MONTH: ______________

ACTIVITY:	WEEKS:			
	1st week	2nd week	3rd week	4th week
ROLE PLAYING				
READING EXERCISES				
WRITING EXERCISES				
VISITS: (explain)				
TALK w. WORKER:				
OCCUPATIONAL GAMES:				
DEMONSTRATION OF NEW ACTIVITY:				
DECISION MAKING EXERCISES				
EXPLORING INTERESTS:				
HELPING TO ENLARGE SKILLS OF DAILY LIVING:				

Activity/Exercise:

Career awareness
Laboratory activity

Topic to which activity/exercise is related:

Occupations, and how to find out about them;
Home-based activities which promote career development.

Strategy employed in activity/exercise:

Hands-on activities;
Information gathering.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation in the area of career awareness with an emphasis on developing activities to be used by parents with their handicapped children at home. (15-20 minutes)

2. Parents individually complete laboratory activity. (15 minutes)

3. Leader initiates discussion in regard to completion of laboratory activity in which elements of career education are identified. Ways in which similar activities can be developed by parents are suggested and listed. (10 minutes)

4. Parents construct one example of a way to present career awareness to handicapped children. (30 minutes)

5. Leader synthesizes suggestions and strategies for enhancing career awareness in the home. (15 minutes)

Companion or follow-up materials to activity/exercise (if any):

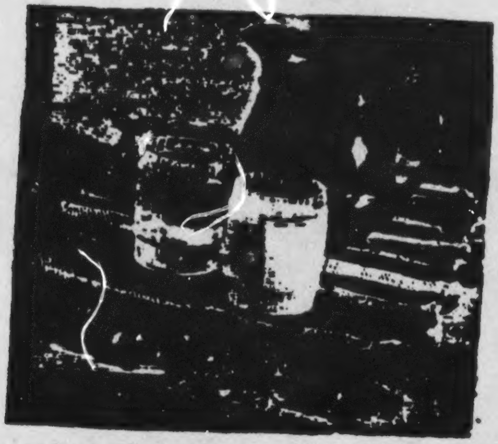
1. Handout: The National Career Education Model.

2. Handout: Career Education in Practice at the Elementary School Level.

3. Handout: Career Education for the Handicapped Student: Skills of Daily Living.

CAREER AWARENESS

Laboratory Activity



A magazine picture provides this career awareness learning opportunity.

A. How many occupations does this picture bring to mind? We can think of twenty easily.

B. Can you name ten?

1.____________________ 6.____________________

2.____________________ 7.____________________

3.____________________ 8.____________________

4.____________________ 9.____________________

5.____________________ 10.____________________

C. Once you have named the occupations, what would be the next step in your use of the material with a handicapped child?

____

____

____

____

D. Can you think of different subject areas where CAREER AWARENESS could be added to the material?

E. With the help of newspapers, magazines or any other object, construct materials which help to illustrate one of the eight elements of career education.

F. Plan a Career Awareness activity developed around the "Thanksgiving Holiday."

OCCUPATIONAL & PRACTICAL ARTS EDUCATION
PROGRAM FOR STUDENTS WITH SPECIAL NEEDS

STATE UNIVERSITY COLLEGE AT BUFFALO
BUFFALO, NEW YORK

DISCUSSION TOPIC: *THE NATIONAL CAREER EDUCATION MODEL - KINDERGARTEN THROUGH ADULT

Goal Statement: DEVELOPMENT OF APPRECIATIONS AND ATTITUDES

Grade Level	Goal Statements By Grade Level
K	Understanding the importance of each individual in the function of the home unit.
1	Learn to appreciate all individuals in the school setting.
2	Be aware of the importance of getting along with other people.
3	Realize the contributions of community members to the student and others.
4	Be aware of the wage earner's job and how it affects the home unit.
5	Analyze working roles as to advantages and disadvantages.
6	Understand the relationship between occupations and their growth and development.
7	Appreciate all forms of human endeavor and work.
8	Understand the impact of work in one's life and resulting need to make a meaningful career choice.
9	Relate attitudes and awareness to specific or related job clusters.
10	Understand the importance of all careers and their contribution to society.
11	Make a commitment to the selection of a career based on individual attitudes, values and education.
12	Understand the tasks required within chosen job cluster(s) and develop the specific skills needed.
Adult 13	Analyze career and life-style decisions as related to planned goals.
Adult 14	Integrate the career and life-style choice of the individual into society.

Goal Statement: DEVELOPMENT OF SELF AWARENESS

Grade Level	Goal Statements By Grade Level
K	Understand the rights and responsibilities of the individual at home and school.
1	Know the importance of "self" as an individual and as a worthy member of groups.
2	Be aware of the capabilities and limitations of individuals.
3	Recognize attitudes toward learning tools and their value in achieving individual goals.
4	Relate the mastery of educational skills to individual success.
5	Be aware of the individual's rights and responsibilities as a worker.
6	Select career clusters as related to individual strengths and weaknesses.
7	Choose career clusters as related to interests and abilities.
8	Develop self perception of abilities and interests as related to actual career requirements.
9	Build reality awareness perception of "where I am compared to where I want to be."
10	Relate personal values and influence of other's values on career choice.
11	Modify and/or accept differences between the individual's personal values and the influence of others on career choices.
12	Develop self confidence in anticipated career choice.
Adult 13	Apply self awareness experiences to assure success in a realistic career, and life-style plan.
Adult 14	Function within career decisions as a self sufficient, happy citizen.

Goal Statement: DEVELOPMENT OF THE DECISION-MAKING PROCESS

Grade Level	Goal Statements By Grade Level
K	Become aware of cause and effect in making decisions.
1	Be aware of the consequences of personal decision-making.
2	Analyze alternatives to problems and be able to express them verbally and in written form.
3	Identify components of decision-making process.
4	Realize the need for goals in life-style decisions.
5	Apply decision-making process to school related problems.
6	Apply the decision-making process to home and social related problems.
7	Weigh long and short range effects of different alternatives to specific problems.
8	Apply decision-making process to study of careers.
9	Analyze and refine previous career decisions based on counseling, work experience and all available information.
10	Select a career cluster for in-depth analysis.
11	Choose a tentative career.
12	Be aware that career decisions are flexible at the expense of time, effort and money.
Adult 13	Formulate plan for in-depth study of selected career clusters.
Adult 14	Apply all resources to chosen career.

Goal Statement: DEVELOPMENT OF EDUCATIONAL AWARENESS

Grade Level	Goal Statements By Grade Level
K	Beware of roles in the home and similar roles in the school.
1	Understand the similarities and differences between home roles and school roles.
2	Relate basic skill development to life roles within the community.
3	Understand the similarities and differences between life roles and learned skills.
4	Be aware of individual strengths and weaknesses as related to peer groups.
5	Understand the relationship between the role of the individual, his environment and the roles of selected adults.
6	Understand the relationships between people and their effect on the accomplishment of tasks.
7	Identify and understand values as they relate to life-style.
8	Identify present life-style and conditions determining that style.
9	Determine a tentative personal schedule to acquire necessary and desired special skills.
10	Acquire special skills needed for predicted or desired life-style.
11	Assess and implement a personal plan to obtain the necessary or required special skills.
12	Plan the acquisition of the necessary skills remaining for a chosen life-style.
Adult 13	Integrate educational experiences with applied experiences in your chosen career.
Adult 14	Formulate future career options and perform within the established requirements.

Goal Statement: DEVELOPMENT OF CAREER AWARENESS

Grade Level	Goal Statements By Grade Level
K	Know the jobs of home members and school personnel.
1	Relate home and school jobs to community functions.
2	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.
3	Compare local jobs to jobs in general.
4	Group cluster jobs according to similarity of job performances.
5	Understand the impact of career clusters on life-styles.
6	Recognize abilities and skills required for various career clusters.
7	Understand the relationships between attitudes and values and career clusters.
8	Understand the relationships between interests and abilities and career clusters.
9	Based on understanding of interests, values and abilities, study career clusters. Survey courses in career clusters.
10	Explore the career clusters in depth based on interest, values and abilities. Gain planned work experience.
11	Identify necessary abilities required in selected career.
12	Reassess abilities, interests and attitudes according to selected career and life-style. Determine further requirements needed.
Adult 13	Refine or redirect career knowledge or field through counseling and guidance, or survey courses in career clusters.
Adult 14	Reassess career goals. Identify and understand life-styles as related to advancement in career choice.

Goal Statement: DEVELOPMENT OF ECONOMIC AWARENESS

Grade Level	Goal Statements By Grade Level
K	Identify within the home unit: What is available, needed, wanted, luxury.
1	Be aware of the exchange of goods and services.
2	Understand the money exchange system vs. the barter system.
3	Understand our monetary system.
4	Understand the process of production and distribution of goods and services.
5	Be aware of the law of supply and demand.
6	Understand that specialization creates an interdependent society.
7	Develop the concept of management of finances (earning, spending. borrowing, savings).
8	Understand economic potential as related to career clusters, i.e., relate the cost of entering a field to future expected income.
9	Understand the Tools of Business: Read and interpret tables, graphs, and charts used as a consumer.
10	Relate legal and financial consideration to career clusters in general.
11	Understand the relationship of legal and financial considerations to a specific career cluster and personal and family matters.
12	Understand the financial and legal instruments that govern and protect the worker. Relate this to various roles assumed in the economy.
Adult 13	Understanding and apply knowledge of economic responsibilities to career decisions.
Adult 14	Be able to project economic implications of career decisions to your chosen future life-style.

Goal Statement: DEVELOPMENT OF SKILL AWARENESS, BEGINNING COMPETENCE

Grade Level	Goal Statements By Grade Level
K	Identify different tools for different careers.
1	Be aware that school is a job that requires mastery of basic skills for success.
2	Understand the use of various communication tools and their effect on life-style and future career choice.
3	Understand the use of additional tools and their effect on life-style and future career choice.
4	Understand and master the use of tools for measurement and extension of energy in simple machines.
5	Participate in and understand the processes of mass production. Mastery of serveral measurement tools.
6	Understand tools and processes used in research. Simple machines combined to produce complex machinery.
7	Master the use of tools and processes used in research in the physical and social sciences. Understand use of tools in selected career clusters.
8	Use basic tools found in career clusters.
9	Match necessary skills and processes with selected career clusters.
10	Match individual abilities and interests with skills and processes needed in career clusters.
11	Develop skills basic to the chosen career cluster.
12	Master the skills basic to chosen career cluster and develop skills related to a specific job.
Adult 13	Function at acceptable levels of competency as established by your chosen career.
Adult 14	Master proficiency of the chosen career as established by certification, license and/or required standards.

Goal Statement: DEVELOPMENT OF EMPLOYABILITY SKILLS

Grade Level	Goal Statements By Grade Level
K	Understand the need to share and cooperate to complete tasks.
1	Acquire the ability to develop rules with others, accept direction and take responsibility.
2	Identify styles of interaction that contribute to individual and group goals.
3	Understand how to resolve personal conflict between individual and group goals.
4	Participate in active groups in order to develop individual and group goals.
5	Understand how to relate the school environment to society at large and the need for structure and order.
6	Identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morale.
7	Understand the social and personal relationship and their effect on employment.
8	Relate personal and social interaction skills to career clusters.
9	Understand the skills necessary to acquired, maintain and progress in employment.
10	Develop personal and social inter-action skills related to in-depth study of one career cluster.
11	Develop employability skills necessary for the anticipated job. Plan alternatives for job placement.
12	Explore at least three alternatives for job placement through work experience.
Adult 13	Demonstrate through planned work experiences knowledge of employable skills.
Adult 14	Integrate all knowledge and experiences into planned career.

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*THE NATIONAL STANDARD CAREER EDUCATION MODEL was developed by EDUCATIONAL PROPERTIES INCORPORATED, P. O. Box DX, Irvine, California 92664

CAREER EDUCATION IN PRACTICE AT THE ELEMENTARY SCHOOL LEVEL

Content

I. Educational Characteristics of Elementary School Children

A. Early Elementary: grades 1-2

1. Attention span increasing
2. Striving to accomplish skills demanded by adults
3. Continued interest in the world around him -- eager & curious
4. Developing greater imagination
5. Demands application of rules
6. Humor is developing, enjoys incongruous situations, misfortunes of others, slapstick
7. Beginning sexual curiosity
8. Learning to whistle and other motorskills
9. Continues to seek independence from adults
10. Continues to need warmth and security in adult relationships

B. Middle Elementary: grades 3-4

1. Attention span longer, attaining independence in reading skill, may read with complete absorption
2. Wide variation in ability and interest. Differences in interests of boys and girls are now evident. By age 9 many activities are sex-typed.
3. Peer group acceptance becomes increasingly important. Very sensitive to criticism. Seeking standards of right and wrong, developing conscience
4. Is more able to cooperate and work in groups
5. Interest in collections is high
6. Enjoys challenge of solving puzzles and mysteries, likes secret codes & languages

7. Improved coordination
8. Expanding interest in others. Deepened interest in the past.
9. Seeks specific information to answer his questions.
10. Enjoys slapstick humor in everyday situations.

C. Later Elementary: grades 5-6

1. Rate of phsyical development varies widely: Girls about two years ahead of boys in development and reaching puberty; increasingly aware of body changes
2. Understanding and accepting the sex role is a developmental task of this period. Girls display interest in boys.
3. Sustained, intense interest in specific activities
4. Increased understanding of the chronology of past events; beginning sense of child's place in time; able to see many dimensions of a problem
5. Increased understanding of reality makes possible projection into the world of fantasy.
6. Family relationships changing: Highly critical of siblings, By end of period may challenge parents' authority.
7. Increased emphasis upon peer group and sense of belonging, deliberate exclusion of others, expressions of prejudice
8. Begins to have models other than parents, may draw them from TV, movies, teachers, and books; beginning interest in future vocation
9. Awareness of self and seeking identity, interest in feelings of self and others, search for values, interest in world problems

II. Major Vocational Development Theorists:

- A. Eli Ginzberg
  - 1. Fantasy period up to 11 years
  - 2. Tentative choice period
    - a. Interest stage -- choices based on interests
    - b. Capacities stage -- child considers own capacities
    - c. Transition stage -- looking forward to further education, etc.

- B. Donald Super
  - 1. Growth Stage: birth to 14 (Self-concept develops through identification with key figures in family and school. Needs and fantasy dominant. Interests and capacity become more important with increasing social participation and reality testing.)
  - 2. Sub stages are:
    - a. Fantasy: 4-10 years
      Needs are dominant.
      Role playing is important.
    - b. Interest: 11-12 years
      Likes and dislikes are major determinants of aspirations.

- C. Robert Havighurst
  - 1. Identification with worker: 5-10 years
    - a. Identification with mother, father, significant others
    - b. Working becomes part of ego-ideal.
  - 2. Acquiring basic habits of industry: 10-15 years
    - a. Learning to organize time, energy, school work, chores
    - b. Putting work ahead of play in appropriate situations

III. Goals of Career Education in Elementary School

A. Creating an awareness of the world of work

B. Exposure to the nature of technology and some of the occupations connected with it

C. Introduction of employment -- related experiences through tools, mechanical devices, games, etc.

D. Learning of simple problem-solving techniques

IV. Role of the Special Teacher in Career Education in Elementary School

A. To provide career oriented experiences

B. To develop an acceptance of responsibility within the student

C. To develop an awareness of self within the student

D. To develop an understanding of the dignity of work

E. To develop an awareness of job roles within the family and the community

F. To develop positive attitudes towards work

G. To point out the meaning of handicaps within the world of work

H. To help the student to understand other people's attitudes toward disabilities

I. To provide students with tools and techniques for circumvention of handicaps

V. Students Should Gain During the Elementary School Years

A. Recognitionof workers in the school and the community

B. Knowledge of variety and range of occupational skills

C. Ability to differentiate job requirements

D. Awareness and knowledge of the parents' occupations

E. Ability to formulate questions to interview people about their occupations

F. Become familiar with the values of a work-oriented society

G. Obtain a more balanced view of the world of work and its relationship to school and life in general

H. To understand the meaning of handicaps within the world of work

I. To understand other people's attitudes toward disabilities

J. To gain tools and techniques for circumvention of handicaps

VI. Special Concerns

A. Many elementary schools are criticized for emphasizing vicarious instead of direct experiences. This is especially true in regard to vocational information and experiences.

B. Good teachers have been emphasizing career implications of their subject matter for years.

C. Many teachers who are not aware of the career implications of their subject matter, lack experience in the world of work.

D. Exposure to the world of work of both teachers and students is not aimed at imposing work values, but should enlarge knowledge of variety of existing forms of work values.

VII. Aids

A. Career education instructional materials for the elementary level

B. In-service training to infuse career education into a variety of subjects

C. Assistance from specialists who work with class-room teachers, e.g. Special education, career education, subject matter

VIII. Use of Aids

A. Suggestions of class activities

B. Suggestions of way material now taught can be related to careers

C. Suggestion of lesson plans or kits of materials for specific instruction (e.g. Occupacs)

IX. Approaches to Career Education

A. School-wide activities involving as many teachers and students as possible in career education activities (fairs, career days, etc.)

B. Design, build, operate various business calling for skills learned in school

C. Use of parents
   1. Studying parent's occupation
   2. Parents share knowledge of their work in class
   3. Parents enlist community support for career education

K. Use of prostheses

L. Special devices for enhancing functioning

M. typewriting

N. Shopping

O. Entertaining

P. Telephone behaviors

Q. Correspondence

R. Street behavior

S. Use of public facilities

T. Use of community resources

U. Money management

V. Government relations (taxes, social security)

W. Eating with utilities

X. Management of welfare and other authorities

Y. Common rip-offs

Z. The Postage system and mail order procedures

AA. Speech communication and conversation

BB. Repairs and how to obtain them

CC. The automobile and taxicabs

DD. Vocation options and behaviors

EE. Union membership

FF. Other work-related areas

III. How Maldevelopment in Daily Skills Occurs

A. Neglect at home and school

B. Experience deprivation

C. Lack of organized instructional procedures

D. Sheltered living

E. Lack of role models

F. Self-initiated withdrawal

IV. Preventing Maldevelopment in the Daily Living Area

A. Parent education and parent counseling

B. Preschool self-care programs

C. Planned educational experiences in the daily living area

D. Establishment of life skills goals for every grade

E. Reduced educational and social isolation of handicapped children

F. Use of adequate children as role models

G. Reorientation of special educators to broaden their emphasis on life skills

V. Educational Programs

A. Periodic evaluations of daily living skills

B. Prescription of learning experiences when children reveal maldevelopment

- C. Special individual remediation by personnel trained in the daily living skills area
- D. Incorporation of daily living skills into the exceptional child's curriculum
- E. Incorporation of daily living skills into the thinking and planning of career educators
- F. Early involvement in the child's education of rehabilitation personnel
- G. Implementation of learning capacities procedures
- H. A daily living core, unit, or curriculum

VI. Career Education Issues in Daily Living Skills

- A. Normalization and efficiency
- B. Subculture and the larger culture
- C. The role of teachers as SDL specialists
- D. The home or the school as focus for daily living skills instruction
- E. Inclusion or omission of sex, class hatred, manipulative approaches to the "system"

VII. Trends in the Skills of Daily Living

- A. Early involvement in habilitation programming
- B. Interdisciplinary SDL teams
- C. Diminishing importance of conformity
- D. Grade-by-grade curriculum with opportunities for wide individualization

E. Changes in teachers education procedures

F. Use of handicapped persons in the program

G. Early commitment to child self-direction

Activity/Exercise:

Occupational information: Interview

Topic to which activity/exercise is related:

Occupations, and how to find out about them;
Home-based activities which promote career development.

Strategy employed in activity/exercise:

Hands-on activities;
Role-playing;
Information gathering.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation in regard to the vast numbers of occupations and where they occur as well as suggestions for methods of finding out about occupations within the community. (15-20 minutes)

2. Parents will discuss various occupations with a focus on where they occur and specific job descriptions. A list of 100+ occupations will be assembled. (20-30 minutes)

3. Parents will interview each other seeking answers to the following questions:
    - -What is your occupation?
    - -What do you do?
    - -Do you like what you are doing?
    - -What's good (or bad) about it? or What would you rather do?
    - -How did you get where you are now?
    - -What can you picture yourself doing ten years from now?

    (30 minutes)

4. Debriefing by workshop leaders should target the following career concepts:
    - -Occupations and descriptions of activities;
    - -Amount of control individuals felt in regard to their careers;
    - -Ways jobs were found;
    - -Individual levels of aspiration;
    - -Awareness of ways to advance; and
    - -Alternatives to finding out about careers.

    (15 minutes)

Companion or follow-up materials to activity/exercise (if any):

1. Interview individuals in occupations other than one's own.

2. Handout: Occupations.

OCCUPATIONAL INFORMATION

Interview

I. **Objective**

To demonstrate ways to find out about occupations.

II. **Materials**: Interview

III. **Activity**

A. Parents will bring knowledge of three occupations.

B. A list of all the occupations will be assembled. (There should be more than 100.)

C. Occupations will be discussed.

IV. **Questions**

A. Did the name of the occupation differ from the activity described?

B. Did most people interviewed think they were in charge of their careers?

C. How did the interviewees find their jobs?

D. What seemed to be most people's level of aspiration?

E. Did people seem to be aware of how to advance (career paths?)?

F. Other ways to find out about occupations?

Please interview three individuals in occupations other htan your own. Do not interview colleagues or relatives. Be prepared to report at the next workshop.

Questions to cover during the interview.

1. What is your occupation?

2. What do you do?

3. Do you like what you are doing?

4. (Depending on response to #3):
What's good about it? or What would you rather do?

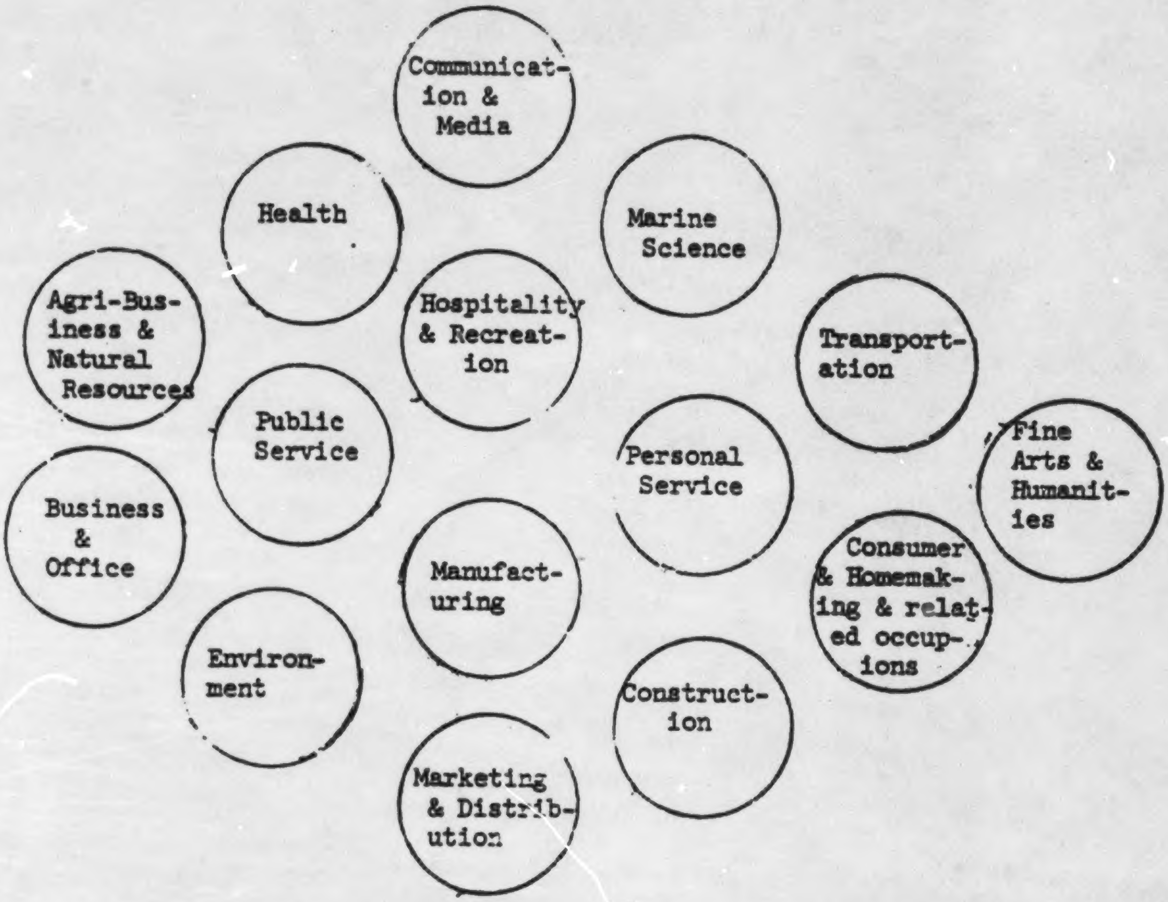
5. How did you get where you are now?

6. What can you picture yourself doing ten years from now?

OCCUPATIONS

The United States Office of Education has tried to group the thousands of occupations which exist into a manageable and useable framework by identifying fifteen occupational clusters.

USOE OCCUPATIONAL CLUSTERS.


Communication & Media
Health
Marine Science
Agri-Business & Natural Resources
Hospitality & Recreation
Transportation
Public Service
Personal Service
Fine Arts & Humanities
Business & Office
Manufacturing
Consumer & Homemaking & related occupations
Environment
Construction
Marketing & Distribution

Below are some of the occupations each cluster contains:

1. Agri-business and natural resource occupations
   Examples: Forestry, land and water management, fisheries and wildlife, mining and quarrying, petroleum and related products.

2. Business and office occupations.
   Examples: Secretary, stenographer, general office clerk, office machine operator, office manager and office supervisor.

3. Communications and media occupations.
   Examples: Publishing, photographic reproduction, broadcasting, telephone, telegraph.

4. Consumer and homemaking and related occupations.
   Examples: Food service industry, clothing, apparel and textile industry, child care, guidance and teaching, household maintenance services, family and community services and housing design.

5. Construction occupations.
   Examples: Contracting, interior designing, grounds maintenance, installation.

6. Environment occupations
   Examples: Soil and mineral conservation and control, space and athmospheric monitoring and control, air pollution abatement and control, environmental health services, ornamental horticulture, noise abatement and control, forest range and wildlife conservation and control.

7. Fine arts and humanities occupations
   Examples: Performing arts and design, performing arts production, creative writing.

8. Health occupations
   Examples: Medical library, science, health maintenance, pediatric care and services, mental health maintenance, medical care.

9. Hospitality and recreation occupations.
   Examples: Recreation planning, tourism and recreation promotion, group travel services and leisure consumerism programs.

10. Manufacturing occupations.
    Examples: Model development, foundry operations, machine operations, material handling, recycling operations.

11. Marine science occupations
    Examples: Marine animal (zoological) research, boat and vessel operation, shipboard product sorting.

12. Marketing and distribution occupations.
    Examples: Wholesale trade, direct selling, exporting, retail trade, purchasing, shipping, delivery.

13. Personal service occupations.
    Examples: Massage and related services, analyzing and counseling on weight problems, hair styling, mortuary services.

14. Public service occupations.
    Examples: Coordinating public housing, handling birth, marriage and death records, customs inspection and law enforcement.

15. Transportation occupations.
    Examples: Vehicle operation, freight service, commercial aviator, marine piloting.

Activity/Exercise:

Occupational Information: Practice in appraising occupational literature.

Topic to which activity/exercise is related:

Setting up a library of occupational literature and training opportunities.

Strategy employed in activity/exercise:

Information gathering, activity groups.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation in regard to kinds of occupational literature that are available, where they can be found, and means of appraising occupational literature. (15-20 minutes)

2. Parents meet in small groups to review occupational pamphlets and to generate decisions about the relevance of pamphlets to career needs of the handicapped. (30 minutes)

3. Debriefing: Through total-group discussion, guidelines for appraising occupational literature in relation to the career needs of the handicapped are generated. (15 minutes)

4. Closure: Parents' conclusions - as indicated in debriefing - are restated, synthesized, and copied for future dissemination to parents. (10 minutes)

Companion or follow-up materials to activity/exercise (if any):

1. Handout: Appraising Occupational Literature.

2. During next workshop use the exercise, "How would you set up a library of occupational literature and training opportunities?"

APPRAISING

OCCUPATIONAL INFORMATION

Workshop Activity

I. Objective

Practice in appraising occupational literature.

II. Materials

A. Guide to appraising occupational literature.

B. Various occupational pamphlets.

III. Activity

A. Parents will evaluate materials according to guidelines.

B. Parents will indicate relevance of materials to career needs of the handicapped.

IV. Questions to be discussed

A. If pamphlet is to be used, how will it be used?

B. If pamphlet is to be discarded, what are the reasons for doing so?

V. If there is sufficient time, proceed to activities:

A. How would on conduct a survey of local occupational opportunities?

B. How would one set up a placement service for students?

APPRAISING OCCUPATIONAL LITERATURE

(From: Hoppock, R., OCCUPATIONAL INFORMATION, 3rd, ed., McGraw-Hill, N.Y., 1967)

In appraising occupational literature the reader will do well to memorize and to always ask himself at least five questions:

WHEN? WHERE? WHO? WHY? HOW?

WHEN? was the book published? Examine the copyright date of the books! Occupational books and pamphlets that are obsolete should be burned or sold as scrap paper. In appraising any publication the user should consider how rapid is the rate of change in the kind of information he seeks.

WHERE? All original occupational research has some kind of geographical limitation. It may cover conditions in one company, one city, one state or one nation. Careful appraisal therefore requires careful scrutiny of the evidence upon which the author has based his statements.

WHO? Appraise the quality of authorship. In general, the best material is that written by persons whose full-time job is occupational research.

WHY? Some occupational literature is written for the purpose of recruiting, some for the purpose of entertainment. It is often biased, emphsizing attractions, omitting slight disadvantages and sometimes intentionally conveying a false impression regarding opportunities, requirements or rewards. A few occupational articles are written for the express purpose of discouraging competition.

HOW? This question applies both to how the facts are collected and how they are presented. "Questionnaire research has been described as a method of summarizing ignorance." Much occupational information has been collected by questionnaire. Some occupational literature is based solely on library research. It is as good or as bad as the original studies which the author consulted. By inquiring about, and by carefully noting how the information for any publication was collected, the user can sometimes get a much clearer idea of its probable accuracy.

Activity/Exercise:

How would you set up a library of occupational literature and training opportunities.

Topic to which activity/exercise is related:

Setting up a library of occupational literature and training opportunities.

Strategy employed in activity/exercise:

Activity groups, brainstorming.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff leader reviews previous workshop in which guidelines were formulated for appraising occupational literature. (10 minutes)
2. Parents form small groups. Using worksheet as guideline, groups brainstorm regarding procedures for setting up a library of occupational literature and training opportunities as well as choice of material for inclusion in library. (40 minutes)
3. Debriefing: Have small groups share ideas. Leader will extrapolate guidelines for setting up the library. Discuss in what way needs of the handicapped were considered in regard to choice of materials. (20 minutes)

Companion or follow-up materials to activity/exercise (if any):

1. Handout: Occupational Information.
2. Parents set up a library of occupational literature and training opportunities within the school.

HOW WOULD YOU SET UP A LIBRARY OF OCCUPATIONAL LITERATURE AND TRAINING OPPORTUNITIES?

A. You have $75.--. What would you purchase for the library?

B. Where would you get free materials?

List resources: 1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

C. How would you arrange the materials for easy access? (e.g. Alphabetically, according to subject matter, according to industry, etc.)

D. What - if any - literature on training would you include?

OCCUPATIONAL INFORMATION
Content

I. Reasons for Occupational Information in Career Education

- A. To familiarize student with the world of work
- B. To encourage curiosity
- C. To extend occupational horizons of students
- D. To encourage formulation of positive attitudes toward work
- E. To help with decision making for future training or job

II. Manpower Information
(occupational patterns and trends: current and anticipated)

- A. Distribution of manpower
  - 1. Goods producing
  - 2. Service producing
- B. Changes in
  - 1. Life expectancy (occupational)
  - 2. Number of years spent in labor force
  - 3. Pre- and post-work life
- C. Employment and Unemployment
  Job information on:
  - 1. Special groups: women, minority groups, etc.
  - 2. Skills and crafts: in demand & obsolete
  - 3. Changing jobs, careers
  - 4. Summer jobs
  - 5. Local conditions
- D. Nature of work
  - 1. Work environment
  - 2. Physical demands

3. Aptitudes
4. Interests
5. Tools & equipment
6. Legal requirements
7. Unions
8. Discrimination
9. Preparation & method of entry
10. Apprenticeship
11. Learnings and advancement
12. Number and distribution of workers

E. Occupational information is only a stimulus. Knowledge of aptitudes, strengths, needs, interests, values, likes, fears is essential.

III. Sources of Occupational Information
(Delivery Systems)

A. People and Institutions
1. School and college placement officers
2. Employment services: private and public
3. Chamber of Commerce
4. Personnel directors
5. Labor unions
6. Government bureaus
7. School alumnae
8. Educational publishers

B. Literature
1. When published (consider rate of change)
2. Where published (geographical limitations)
3. Who published it
4. Why was it written?
5. How were the facts collected?

C. Other
1. Plant visits
2. Audio-visual materials
3. Role playing
4. Work experience

IV. Administrative & Operational Aspects

A. How to build a library:
  1. With a budget
  2. Without money
    a. Free literature
    b. Clippings
    c. Directories
    d. Review copies

B. Classification and filing of literature
  1. Alphabetical files
  2. D.O.T. (job families)

C. Classifying jobs
  1. According to activities
  2. According to function
  3. According to product
  4. According to employer
  5. According to school subjects which have bearing
  6. According to interests
    a. Measured
    b. Expressed
  7. According to clusters

D. Characteristics of a good filing system
  1. Provids a safe place for materials
  2. Has only one designated location for each item
  3. Is easy to use
  4. Brings together as many materials as possible on any industry and employer
  5. Is expandable

Activity/Exercise:

How to construct and execute a survey of local occupational opportunities.

Topic to which activity/exercise is related:

Conducting a local occupational survey of your community.

Strategy employed in activity/exercise:

Activity groups, brainstorming.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation in which methods for identifying potential sources of employment opportunities for handicapped individuals within the community are suggested. Emphasis is given to distinguishing between surveying opportunities and actual job placement. (15-20 minutes)

2. Parents participate in brainstorming session in order to generate list of strategies for surveying and identifying occupational opportunities within the community. Specific job skills related to community job opportunities are recognized and discussed. (30 minutes)

3. Workshop leader and/or parent assumes role of parent engaged in interviewing prospective employer in regard to employment opportunities for the handicapped within his/her firm. It is suggested that interviewer's questions proceed from general to specific. Parents are encouraged to react to role playing situation and to suggest ways in which the interview process can be facilitated. (20 minutes)

4. Meeting is brought to closure with leader restating and synthesizing salient points stated by parents in regard to identifying community sources of employment. The importance of parent advocacy in relationship to employment of the handicapped is stressed. (15 minutes)

HOW TO CONTRUCT AND EXECUTE A SURVEY OF LOCAL OCCUPATIONAL OPPORTUNITIES

A. List the steps necessary:

1. What kinds of information do you need?

2. Who would obtain it?

3. How would you proceed to get it?

B. Where and how would the information be

1. disseminated?

2. used?

3. stored?

Activity/Exercise:

Setting up a job placement service for students

Topic to which activity/exercise is related:

Occupations, and how to find out about them;
Advocacy for the handicapped;
Conducting a local occupational survey of the community; and
Setting up a placement office.

Strategy employed in activity/exercise:

Information gathering;
Activity groups;
Brainstorming.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation on considerations in setting up a job placement service for handicapped students. Issues to be discussed include:
   Location;
   Staffing;
   Methods of finding jobs:
   Methods of referring student; and
   Evaluations of student-job match.
   (15-20 minutes)

2. Parents meet in small groups to discuss issues and arrive at conclusions individually as well as in groups. (20-30 minutes)

3. Debriefing in which parents state their conclusions and relate the relevant issues they identified in regard to setting up a placement service for handicapped youngsters. (15 minutes)

4. Workshop leader restates parents' conclusions and/or suggestions and synthesises their findings for the group. A list of key components for setting up a placement office is suggested. (15 minutes)

Companion or follow-up materials to activity/exercise (if any):

1. Volunteers solicited from group to staff job placement service within school.

2. Handout: How to Gather Community-Based Resources for Career Education.

HOW WOULD YOU SET UP A JOB PLACEMENT SERVICE FOR STUDENTS?

A. Where would you set it up? (include location and space needs)

B. Who would man it? (include people, times, etc.)

C. How would you get referrals?

  1. of jobs?

  2. of students?

D. Can you devise a way to evaluate job opportunities to obtain a good match of student and job?

HOW TO GATHER COMMUNITY-BASED RESOURCES FOR CAREER EDUCATION

I. WHERE Do You Find the Resources?

1. Start with your friends.
   Most of them have held more than one job. Consequently they have knowledge about more than one occupation.

2. Use the Parent Association of your school.
   Your school's Parent Association is a very useful mechanism for soliciting career education resources.

   a. Contact the Association President and explain the nature and purpose of your career program.

   b. Explain the valuable role to be played by the Association and by community resources and enlist the President's support.

   c. Ask him/her to contact the Association membership to develop a list of available resource people.

   d. Three ways to contact Association membership:
      i. Letter from President or Principal.

      ii. One-to-one contact. Ask the Association President if a group or members of a standing committee could personally contact other members to enlist their support.

      iii. Call a meeting. At the Association meeting ask the President to explain the need for parent involvement in the program, you summarize the program goals and then ask people if they would sign up to serve as a resource.

3. Survey other parents. By starting with them you are including your immediate community clients in your career education program.

4. Contact community-based organizations.
   There exists within each community a number of organizations (union, block associations, fraternal orders, civic groups, professional organizations) which can be contacted.

   a. Develop a list of such organizations from the Yellow Pages or other Directories. This list might include the Rotary or Kiwanis Clubs, the local school and planning boards, the trade and professional local union headquarters, the Chamber of Commerce.

   b. Mail a letter to each explaining your goals and purposes. Outline the kind of important contribution they can make.

   c. Within a week, follow up the letter with a telephone call, asking for a meeting with one of the group's representatives.

   d. At the meeting talk about the specific things that particular group can do to assist the student and the school.

   e. Ask the representatives for the names, addresses, phone numbers of prospective resources.

   f. Try to get the representatives to agree to solicit support, if not, mail letters to each prospect.

   g. It may be necessary to telephone people if there is little mail response.

5. Additional resources

Even after you have gone through all of the above steps, there still exists within each community a large reservoir of resources you have not tapped.

a. Use the Yellow Pages. An advantage in using the Yellow Pages is the arrangement by career area. Other specialized directories are:

    i. Professional Directories, available in the Public Library.

    ii. The Black Pages, a classified shopping directory of Black-owned and operated businesses in Metropolitan New York.

    iii. Church membership lists.

    iv. Hospital or community health services directories.

b. Walk the neighborhood. By walking around and observing the various stores, and checking the various directories in office and factory buildings, you can develop a list of prime contacts.

II. WHAT Information Do You Need to Know About a Prospective Resource?

1. Exactly what kind of work does he/she do?

    a. Where is it done? What is the setting?

    b. How does one get started doing it?

    c. Where can one find more information about the particular industry?

2. Is he/she willing to speak to individual students or a class of students?

3. Is he/she willing to host a visit to the place of employment?

4. Will it be possible for her/him to hire one or more handicapped students,

    a. part-time?

    b. summers?

    c. for a regular job?

5. Special requirements:

    a. what age student can/cannot visit?

    b. how many students can use the resource?

    c. are safety precautions necessary in the place of employment? What are they?

III. HOW Do You Use the Resources?

PLEASE REMEMBER THAT AFTER YOU HAVE GONE TO THE TROUBLE OF GATHERING THESE RESOURCES, AND THE PRIVATE INDIVIDUALS HAVE AGREED TO PARTICIPATE, YOU MUST USE THEM.

1. Thank those who responded.
2. Transfer the information to an Index card directory and file by careers.
3. Advertise the location of the directory, so that others can make use of it.
4. START INCORPORATING THE RESOURCES INTO YOUR PROGRAM.

Activity/Exercise:

The problem of a potential employer

Topic to which activity/exercise is related:

Occupations, and how to find out about them;
Advocacy for the handicapped; and
Conducting a local occupational survey of your community.

Strategy employed in activity/exercise:

Role-playing;
Information gathering; and
Decision-making/problem-solving activities.

Plan and time schedule for workshop in which activity/exercise is employed:

1. Staff presentation on critical issues relevant to finding appropriate employment for the handicapped. (15-20 minutes)

2. Role playing activity in which parents assume positions of committee members in order to argue merits, or lack of, in regard to job placement of handicapped youngsters, as described in activity. (20-30 minutes)

3. Debriefing in which parents state their conclusions and describe problem-solving process as it relates to a specific case, as well as its generalizability to issues related to employment of the handicapped (30 minutes)

4. Closure is brought to workshop with leader restating and synthesizing views of parents in regard to the case study and employment of the handicapped. Suggestions of guidelines for parents and/or other advocates in seeking employment opportunities can be generated. (15 minutes)

Companion or follow-up materials to activity/exercise (if any):

ALTERNATIVES TO COMPETITIVE EMPLOYMENT Dr. H. Rusalem

The Problem of a Potential Employer

You are working with a group of secondary school students who will be needing jobs within the next month or two. These individuals are all severely disabled, many with multiple problems and all with learning limitations. It is unlikely that more than a fraction of them will find jobs in competitive industry or will be placed there by the school and rehabilitation personnel serving them. The situation is further complicated by an unemployment rate in your area of some 9 to 10%, indicating that your severely disabled students will be competing for employment with large numbers of non-disabled unemployed workers.

During the course of your surveys of community employment possibilities for your student caseload, you find an employer who accepts small assembly jobs and packaging operations from other firms in the community. This employer operates out of a small plant in your town that is easily accessible to public transportation. In some instances, this employer will exen send a minibus to pick up some workers at their homes and return them there at the end of the day. This employer offers to hire ten of your students in his factory if your school can properly prepare them for their job tasks. You check at the school and find that everyone concerned is willing to prepare these students properly. Indeed, you discover that someone in the community is willing to share the workers' wages during the initial break-in period, thus conserving employer funds while students are adapting to the job. This will be done to encourage the employer even further.

You make an extended visit to the employer's plant and emerge with the following findings:

- This employer pays an average wage of $.85 an hour. The minimum wage in your community is $2.50 an hour.
- There is virtually no chance of any of your students ever advancing to more responsible positions in this company.
- The plant is not well organized, does not have up-to-date machinery, lacks engineering know-how, and is quite inefficient.
- The employer is inclined to look upon severely disabled persons in his employ as "charity" cases rather than full employees.
- Employees in this plant do not belong to a union and are not encouraged to organize.
- The plant has occasional lay-offs when work is not available. Unemployment benefits are provided by the State in these instances but they do not constitute a "living wage".
- There is no pension system at this plant.
- If a worker in this plant has a problem on the job, the employer is inclined to be tolerant and even to use professional workers' services to help the worker overcome these problems.
- The jobs on which your students would be placed are simple and repetitive. There is little likelihood that your students will learn much in this plant that will be of help to them in subsequent employment.
- Once disabled workers enter this firm, they tend to remain there over the years.

- -- The firm provides minimal benefits for its workers. For example, it offers two weeks vacation a year and only $1,000 of free life insurance.
- -- The disabled people who are now working in this plant seem to be a dispirited lot. Many are hopelessly trapped in jobs which they don't enjoy at wages that are well below community averages.
- -- But, this firm will employ your severely disabled students when other firms will not.

You decide to present these facts to a school committee set up to guide you in vocational programming for your students. Various committee members present the following different viewpoints:

- -- This employer is substandard. Do not place students with him.
- -- Place as many students as possible with this employer. You have no alternative.
- -- Offer your services to the employer to upgrade working conditions at his plant so that they will meet community standards.
- -- Notify Federal and State Wages and Hours officials about the substandard conditions you have found.
- -- Let the student and his family know about the conditions at this plant and let them decide whether to accept employment there.
- -- Realize that "beggars can't be choosers" and accept the substandard conditions as being better than nothing.
- -- Recognize that by offering opportunities to your students, this employer is attempting to profit from their misery by offering them lower wages and poor conditions since "he has them at his mercy".
- -- Beware that in placing students there, the schools would, in effect, be subsidizing a substandard employer, giving him unfair advantage over other employers.

After much discussion, the members of your Committee turn to you and ask you for your recommendation. Answer the following questions:

1. How many students would you place with this employer?
2. Give the reasons for your decisions.
3. What is the best way of avoiding poor community relations and avoiding community criticism in this situation?
4. What are your responsibilities as a law-abiding citizen in this matter?
5. How would you handle the parents in this situation?
6. What measures could you take to maintain good relations with the business community?
7. How would you involve rehabilitation agencies in the situation?

Career Education Overview:

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